

BUSINESS EDUCATION WORLD

January 1954

Feature Articles

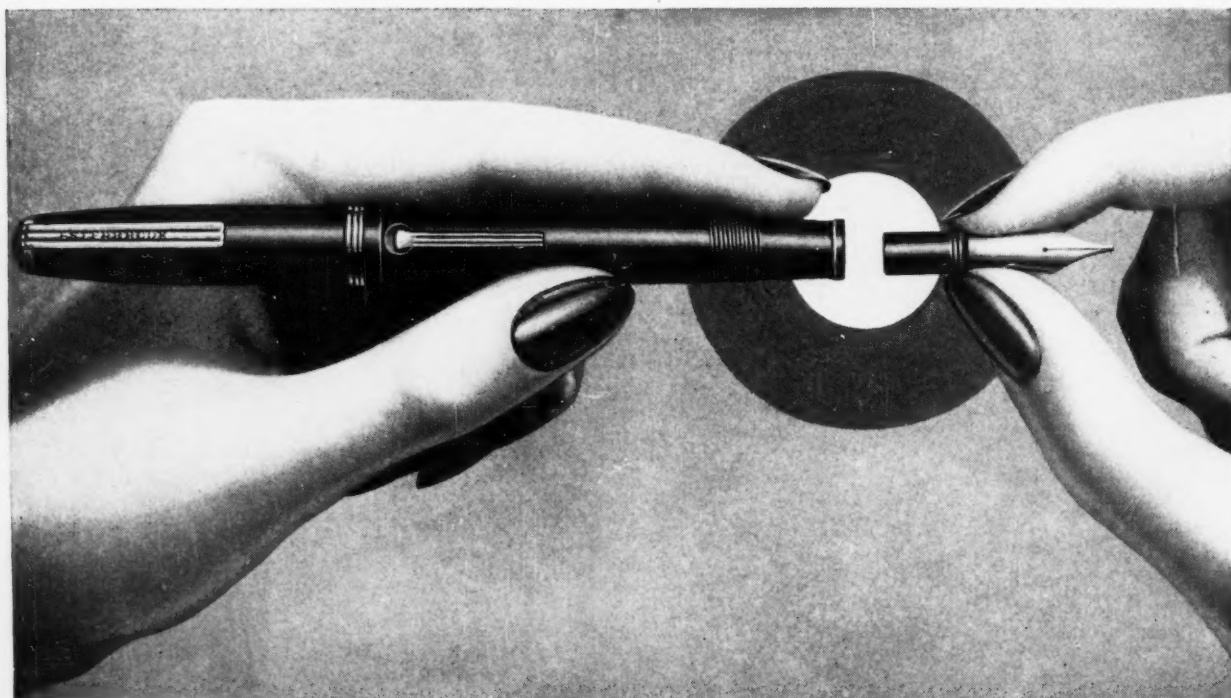
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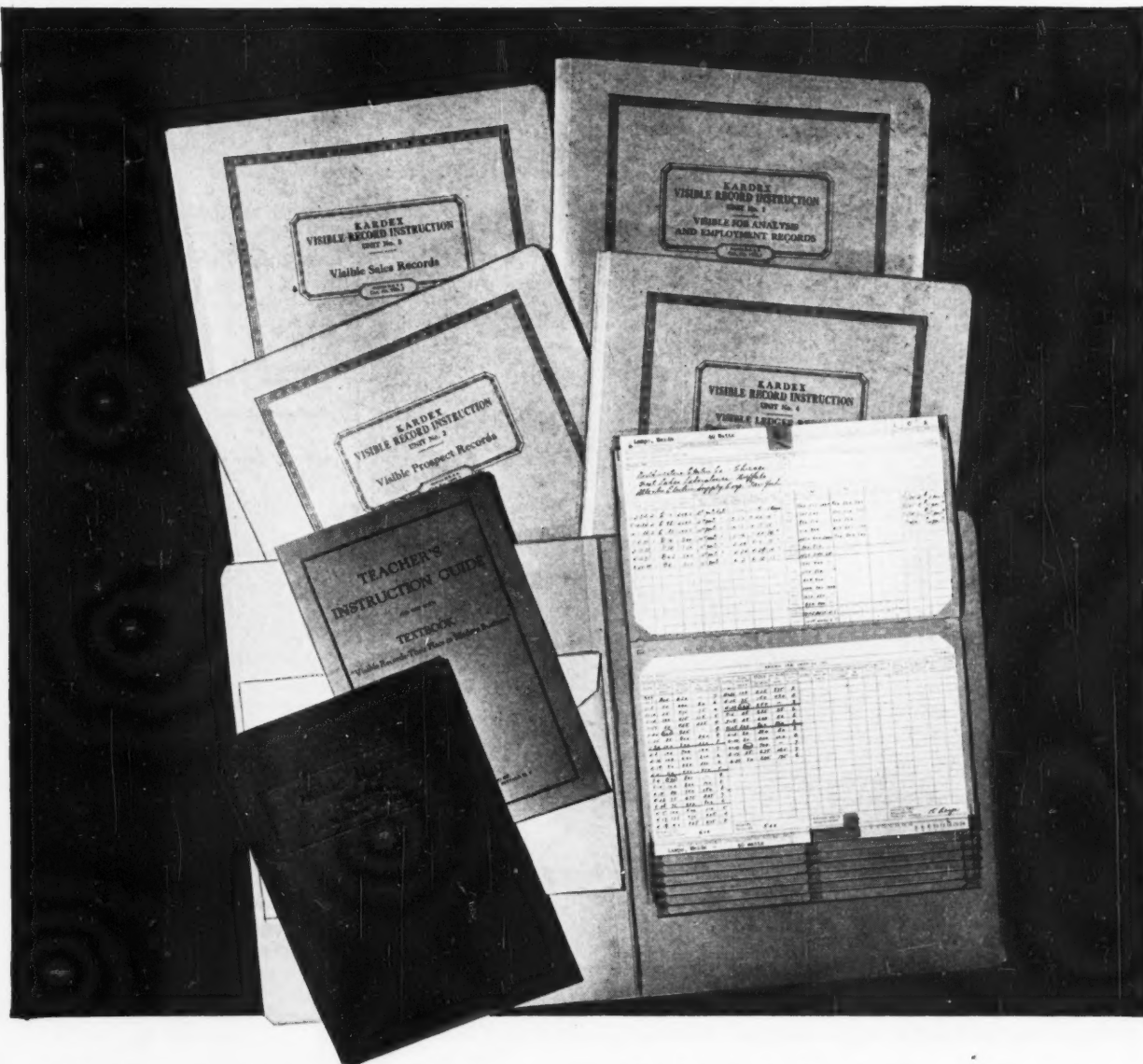
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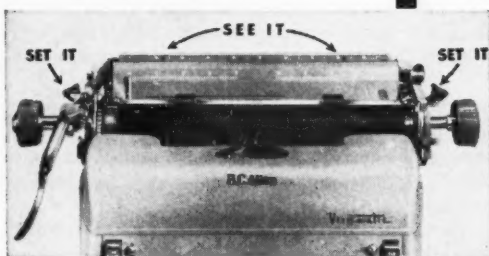
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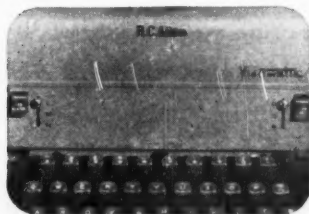
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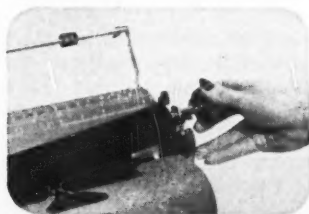
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BUSINESS SCENE

■ Business Failures—

More businessmen have been throwing in the sponge lately than at any time since the War. And the average size of their liabilities has jumped. According to Department of Commerce figures released recently, 686 enterprises were forced to the corporate "weeping wall" in September. In the same month in 1952, there were 539.

Tripping up the September, 1953, petitioners were some \$33.8 million of liabilities. That's an average of over \$49,000 of debts per business. Just a year earlier, the liabilities of those going to the courts totaled only \$20.1 million—or less than \$37,400 per petitioning bankrupt.

• **Small Business.** Thus far in the postwar period, bankruptcies have generally been confined to small business. But that's not surprising: It has usually been the case in other more normal times. And in the postwar years, new small enterprises have started up all over.

• **The Reasons.** The cause of their difficulties is anybody's guess. But, judging from past studies on the failures of small business, most of them were probably brought on by lack of managerial experience or out-and-out management incompetence. Dun & Bradstreet not long ago studied the causes of the failure of 8,058 concerns and found:

1. Forty-two per cent failed because of "lack of managerial experience, lack of experience in the line, and unbalanced experience."
2. Another forty-six per cent died because of "incompetence."

Many think that the failure curve is due to go still higher on the chart. That could well be the case if 1954 proves the tough selling year many predict. One authority thinks that 1954, because of intensified competition expected in the automobile business, could well see a mortality rate as high as 10 to 15 per cent in the car-dealer field alone.

■ The National Income—

With the release of the national income figures for September, it becomes apparent that gains over last year are getting narrower and narrower. Although the drop was small—0.4 per cent—it is notable, because this makes the first consecutive two-month decline since before the Korean war. The increase for the country as a whole was 4.4 per cent, the smallest such margin since last August, when business was feeling the aftereffects of the steel strike.

■ Social Security Shifts—

Very few of the 66 million Americans covered by Social Security can understand its complex mechanism. Neither can the bulk of the Congressmen who will have to decide whether to make basic changes in your Social Security future at the next session. A House Ways and Means subcommittee recently wound up month-long hearings that were about as complex as Congress has ever conducted. Even committee members had difficulty following the technical testimony.

However, bewildered or not, Congress—with an eye on the 1954 elections—will have to decide whether to make changes that would—

- **Broaden coverage** to bring in 10.5 million self-employed farmers, doctors, dentists, lawyers, accountants, architects, and engineers.
- **Liberalize benefits.**
- **Shift** from a "reserve financing" system to "pay as you go."
- **Freeze** the present tax rate at 1½ per cent on both employer and employee to prevent an automatic step-up to 2 per cent on each on January 1. This would require retroactive legislation.

Coverage won't be broadened by the whole 10.5 million sought by Eisenhower. Doctors, who oppose inclusion, are most likely to be left out, and possibly self-employed farmers. There will be some broadening of benefits, but nowhere near the package sought in the Lehman omnibus bill. New benefits are more likely to be in line with the Kean bill, which would—

- **Waive premiums** for persons who become permanently and totally disabled.
- **Increase** the retirement yardstick from \$75-a-month earnings to \$100. At present, Social Security benefits cannot be paid to an over-65 worker who continues to earn as much as \$75 a month in covered employment.

■ What Businessmen Are Talking About—

• **Forty-year mortgages**—about the full earning life of a man—are being considered by Federal Housing authorities. Present pay-off maximums are twenty-five years on Federal Housing Authority mortgages, thirty years on GI loans.

• **Music** has become costlier with the announcement by Columbia Records that it has boosted the price of its 12-inch, long-playing records by 50 cents—to \$5.95. New prices are \$11.90 for two-volume sets, and \$17.85 for three-volume sets.



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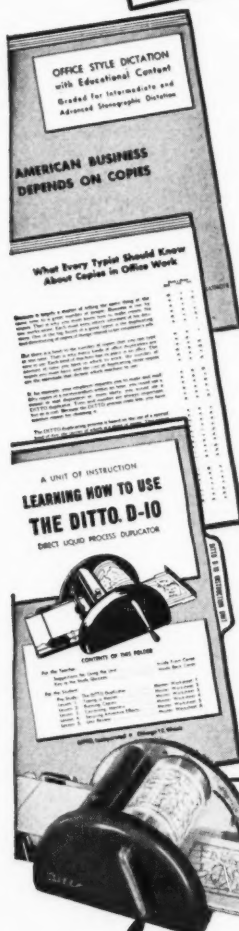
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First Aide to Business Teachers

Business teachers in many thousands of schools are being helped by businessmen to do a better job of office training, easier, thanks to the way the National Office Management Association is lending a hand.

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DR. IRENE PLACE

University of Michigan and
national chairman of NOMA's
Educational Programs Committee

YOU WOULD EXPECT the employers of office trainees to be interested in business education. They are. Through its 140 chapters in the United States and Canada, the National Office Management Association regularly devotes much of its attention to seeking and fulfilling ways it can help business trainers do a better job easier. In fact, one of NOMA's five main objectives is "to assist institutions in the educational field to interpret the needs of commerce and industry in developing training programs and courses of study." NOMA members take this objective seriously.

A recent survey of chapters' educational activities shows that *every* chapter is doing *something* to help its area schools. Analysis of chapter activities show that the most common ones are (in this order) to provide speakers; to sponsor a Business Teacher guest night; to sponsor office visits by students; to co-operate in curriculum study; to participate in School Advisory Committees; to help schools get equipment needed; to co-sponsor testing programs; and to take part in a hundred and one miscellaneous activities, such as giving scholarships, holding spelling bees, helping schools set up local business-machine shows, and so on.

No other organization is doing so much, so consistently, and so willingly to help business teachers; truly, NOMA earns the rank of First Aide to the business teacher. A review, here, of some of the things that NOMA is doing may suggest ways in which the group can further help you.

■ Speakers for Business Classes and Teachers' Meetings—

"Ask the businessman" and "Let's have the businessmen tell us" is an invitation that NOMA rarely turns down. Providing speakers (usually via a chapter committee of speaker volunteers) is the most common type of chapter activity and the service business teachers most frequently ask for. Nearly 80 per cent of NOMA chapters provide this service.

Many businessmen speak at teachers' meetings, often as panel participants but more frequently as speakers on such topics as The Development of Good Work Habits, Schools Must Grow for Tomorrow, Training the Future Office Worker, and Mutual Interests of Business and Education.

■ Invitations to Meetings and to Visit Offices—

The NOMA chapters hold monthly dinner meetings, usually at a downtown hotel. Last year 109 chapters, 78 per cent, designated one of its meetings as Education Night and invited business teachers who were not members of NOMA (some business educators are, you know). High attendance—from 160 to 340—is reported. Programs at such meetings consist of panel discussions of business-education problems. Some of the dinners were held at schools instead of at hotels; a few chapters arranged an office tour and then served dinner in a company cafeteria.

Office tours are very popular. More than 100 chapters arranged office visits for local business students and teachers.

■ Help in Developing the Business-Training Program—

It is logical to assume that business men and women who employ the products of the schools are qualified to counsel with the teachers about the training curriculums. Some 90 NOMA chapters report that some of their members are working with local business educators and improving business-training programs; and 71 chapters have members who are parti-

icipating in the work of formal "School Advisory Committees." To illustrate how effective such counsel may be: one chapter helped the local business teachers select and get the proper office equipment and machines needed for the business laboratory of a new vocation high school.

■ Fulfilling Equipment Needs—

Some chapters have co-operated very closely with the schools in getting the equipment needed for modern business training. Some chapters, for example, have helped develop a community business-machines exhibit; and almost half the chapters have been able to arrange for giving schools surplus office equipment, such as machines, cabinets, desks, and posture chairs.

To stimulate interest in business subjects among high school pupils and influence the school to broaden its training program, one chapter sponsored a two-day "business-machines show and clinic." More than 600 students came to the show on the day set aside for them; teachers and NOMA members came on the second night of the exhibit.

In another instance, a chapter was able to arrange to have five electric typewriters made available to community schools; they were moved from one school to another as the need arose.

Another chapter made typewriters available to underprivileged students who could not afford to rent machines for practice at home.

■ Developing National Tests—

One of the earliest signs of NOMA interest in business education was its

cosponsorship, in co-operation with educators, of a series of tests. These are now known as the National Business Entrance Tests, cosponsored by NOMA and the United Business Education Association. They are designed as terminal goal tests for students, to enable them to compare their proficiency against national standards and to assist office managers in placing students in proper initial positions. The tests cover the office clerical skills of bookkeeping, typewriting, stenography, calculating, and filing. Proficiency certificates are awarded to those who make passing grades.

Last year, more than a third of the NOMA chapters lent a hand in giving the tests. The Cleveland chapter has helped since 1938; members even act as proctors while the tests are being administered. The Beaumont chapter sponsored tests not only for its six area schools but also for six schools in nearby towns. Boston started its test center last year, giving tests to some 300 students from 15 city high schools. York chapter gave 183 tests to students from two counties. About 450 students took tests in Milwaukee, that chapter's fourth testing effort.

■ Doing Something about Spelling—

For years everyone has lamented the inadequate spelling ability of high school graduates. Several NOMA chapters decided to do something about the problem: they sponsored spelling bees. A typical situation was that in Vancouver, B.C. The chapter sponsored a spelling bee in 1951, with all commercial students up to the age of eighteen

eligible; the winner was given a portable typewriter. The bee was so successful that the schools have urged the chapter to make it an annual affair.

In a similar contest in Lincoln, the first prize was a portable typewriter, the second was a portable radio, and a third prize was an electric clock; as in Vancouver, the bee was most favorably received and the chapter has been asked to continue it.

■ Scholarships and Prizes—

A great many chapters have rewards for outstanding school performance. One chapter awards \$25 for the best paper resulting from a visit to the office of some chapter member. Another chapter gives a scroll to the outstanding business student in each year's graduating class at the high school—the student is selected by the school's faculty.

A chapter gives a \$25 savings bond to the top student in a university class on office management; another gives \$25 to the winner of an annual typewriting contest. The Houston chapter gives a \$400 scholarship, for master's work, to the best graduating student at the University of Houston's School of Business.

■ Ready, Willing, and Able—

Many more instances of NOMA help to business education could be cited; but enough has been mentioned to substantiate the statement that NOMA is, *truly*, moving mightily to help in all ways it can, wherever the invitation is extended by the school. If your school has not yet extended the invitation, isn't it time to do so?

How 140 NOMA Chapters Help Their Area Schools

33 Chapters sponsor training institutes

53 Chapters co-operate in giving Entrance Tests

64 Chapters send surplus equipment to the schools

71 Chapters participate in School Advisory Committees

90 Chapters have members serving on curriculum committees

106 Chapters sponsor office visits for students

108 Chapters sponsor an Education Night program

111 Chapters provide an educational speakers bureau

The Small-Loan Business— Saint or Sinner?

■ Too Many Small-Loan Companies?—

Frankly, this is one question my students did not raise. To them, it would have seemed silly to ask such a question. In our American way of life, we feel that the more competition there is, the harder the competing companies will try to render the best possible service at the lowest possible rate.

• *I raise the question myself*, and for a reason. Competition may be the life of trade in most lines of business, but too much of it in the small-loan business will make it too easy to get such loans, and that is bad for the borrower. In order to get the business, small-loan companies may stretch a point here and there and make unwise credit extensions. This will hurt the borrowers just as much as it will hurt the lenders.

Where there has been too much competition in the small-loan business it has tended to generate a breed of loan volume hounds, and their barking for business has become an invitation to improvidence. They have put up blazing neon signs and have dressed advertisements in tempting words stressing how easy it is to get a small loan. If all potential borrowers gave way to these enticements, they could end by being indebted to every lender in town.

• *Why has any excessive competition come about?* It has come about where states have licensed too many companies to go into the small-loan business. The results have not been good—dis-service to the borrower, increased expense and credit losses to the lender, and the loss of much good will to the small-loan business. It has become regarded as an accessory before the fact where a family has “gone under” through the piling on of too much indebtedness. The public has come to feel that small-loan companies lend to all who apply, regardless of merit or justification.

• *Some states have become aware of this danger*, fortunately, and have tried to clamp down on licenses. They have tried to limit the number of licenses to the number of lenders the community can use to best advantage.

Because it is the convenience and the advantage of the community that must be considered first, the particular clause restricting the number of licenses has been called the “convenience and advantage” clause.

In a state having a small-loan law with this clause, the state must make a survey of the small-loan potential of a community before it will grant a license to engage in this business there.

If the community's population has grown substantially since the last license was granted, this fact may mean an increased market for small loans, which would be “advantaged and convenience” by the entry of a new licensee.

But more important than the growth of population is the growth of the number of families in a community. After all, most small loans are made for family purposes. And, in connection with surveying the number of families, the state pays special attention to the growth in the number of younger families, for they are more likely to need small loans than older, well-established families.

Likewise, if the community is becoming more “citified,” with new industries and new commercial businesses, this is more likely to mean a greater small-loan market than where the community is still “countryfied.” If the bulk of the population is in the middle- or lower-income classes, their small-loan requirements are going to be greater than in a community where most of the families are among the well to do. If the community's industries are subject to peaks and valleys of employment during the year, the shock of lessened income during the valleys can be cushioned by the provision of additional small-loan facilities.

If the volume of retail sales in the community is relatively high, this means

that the people are doing a great deal of buying of consumer goods, for which there is more justification for small loans than for durable-goods buying.

Suppose that by all these tests, it seems that the community has as many small-loan offices as it can use. Does this end the story? No. Under the “convenience and advantage” clause, the state makes an investigation to find out whether the present offices are turning down justified and meritorious applications in substantial numbers. If they are, then the state may permit a new licensee to come in to do the job the others are failing to do.

Naturally, the state has to give consideration in any case to the higher average loan volume per office when it preserves existing business for existing institutions. This makes for lower overhead costs, and these in turn may lead to reduced costs for the borrower.

• *When it applies the “convenience and advantage” clause*, just what does the state mean by “a community”? It does not necessarily mean the area within the boundary lines of a municipality. Rather, a community may be a trading area, which could be made up of several municipalities. Or, if the municipality is large, the community could be one of several trading areas inside its boundary lines.

The effectiveness of a “convenience and advantage” clause depends, of course, on how well it is administered. In some states the administrator is reluctant to “stick his neck out” and take the responsibility for turning down applications for new licenses. He is tempted to do what he can and still get by without being too strict. This attitude is unfortunate. But, where the administrator takes a strong stand, the “convenience and advantage” clause works out to restrain unbridled competition, to limit credit supply to borrowing needs, to eliminate wasteful duplication, and to reduce over-all lending costs.

■ Public Relations at Its Worst—

“How can anyone be so dumb,” my students ask, “as to state the small-loan

Concluding a Critical Analysis by

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rate as a percentage of the loan? This makes people think the rate means interest. But, if what you say is so, the biggest part of the charge is for services."

- *The answer to this perfectly plausible question is to point to the language in most small-loan laws. In most states, small-loan companies are required by statute to state their rate of charges as a percentage of the loan. Because people confuse "percentage" with "interest," small-loan companies suffer from a handicap of misunderstanding that does not plague other cash lenders and other retail businesses.*

But the public is entitled to know just what the elements are that make up a rate statement for small loans. For the benefit of public understanding, there must be a way of stating the rate that is consistent with established practice in other organizations offering consumer financing and that is free from confusion.

- *Thinking of the customary statement of the rate of 2½ to 3 per cent per month as interest, most people multiply these charges by twelve to get the annual rate, and naturally consider 30 to 36 per cent a year as excessive. Even if you tell them that the rate is not as high as it seems, because it applies only to unpaid balances, such a statement means nothing to the average person. The way the rate is now stated defies explanation. It requires demonstration. And this means making actual calculations for the borrower, in pen or pencil. The average person just will not take the time to study these out and see what they mean.*

The small-loan rate has therefore become the focal point of criticism of the small-loan business. Because the charge is stated as "interest," it is easy for the uninformed and the demagogue to blast out in vituperation. They distort the pattern of a needed service into an ugly image of ancient usury.

All that the small-loan business is really doing is providing for the wants of the small borrower at charges commensurate with its cost of doing business. But it suffers the handicap imposed in the language of the law, which requires it to emphasize a gross rate of return, rather than a net. No other business is forced to shoulder this unfair burden. And it results in a further disadvantage, in confusing comparison with other lines of economic activity.

- *It is unfortunate for the small-loan business that the present statement of rate compels it to wear the repellent mask of "exorbitant interest." If any other business did so, it, too, would invite the same unwarranted attacks. If sellers on the installment plan, for example, emphasized the higher price then applying, they would be asking*

for the same misunderstanding. If financial institutions discounting loans in advance stressed the higher rate that would then apply, they, too, would be inviting similar criticism.

The present statement of the rate is, bluntly speaking, an invitation to suicide in public relations on the part of the small-loan business. This customary statement of rate has done much harm—can do much more. But a restatement of the rate in honest and factual terms could lay the foundation for a world of better public relations. And the formula is so simple and so obvious: So much is for interest; so much is for services. The figures can be stated in dollar amounts every schoolboy can understand. Such a restatement would define terms. It would facilitate accurate interpretation of these terms. And it would be good public relations, because it would be laying the cards on the table and giving the public the facts.

Such a restatement of the rate could focus attention on the specific costs of the business. It would point up the fact that loans below \$100 do not usually pay their own way. It would show that the break-even point is relatively high in relation to the average size of loan made. If the public records were permitted to speak for themselves, the public would see that the earnings of this business are not huge amounts. Rather, they are a relatively modest 5 to 8 per cent on the assets employed in the business.

- *There can be no question about the authenticity of these figures. They are part and parcel of the official records of the state itself. They are incorporated in the annual reports of the state licensing authorities. But the public does not know; these are not matters of common public knowledge. If only the small-loan business would make out a dollar cost-plus analysis of the rate of charge (in contrast to its present overall percentage), then it would be making a public-relations contribution. It would at long last be providing a realistic evaluation of its charge.*

■ The Tomorrows for Small Loans—

"What's to be done about all this, and who's going to do it?"

This is invariably the parting shot of students toward a teacher like myself, suspected of dwelling in the clouds.

Even if it wanted to, the small-loan business cannot carry out these reforms by itself. It has to win public sympathy and public support for the action suggested, for the public must be convinced that it is in their interest to make these measures effective.

In the states without adequate small-loan laws, the small-loan business must tell the public the dangers from the black-market operations of the loan shark; and public pressure must be

exerted on state legislators to drive out the illegal money-changers by the enactment of reasonable small-loan laws. This must be done in the states where such are only partially adequate, namely: Delaware, Georgia, Montana, North Carolina, South Carolina, Tennessee, and Texas. This must be done where small-loan laws exist, but where they are almost completely inadequate, namely: Alabama and the District of Columbia. This must be done in the states where there are no small-loan laws, namely: Arkansas, Kansas, Mississippi, and North Dakota.

Even in the states with workable small-loan laws, they should be reviewed, improved on, and be brought up to date. For example, many states still retain a ceiling of \$300 on small loans, harking back to 1914, when the small-loan laws were getting their start. Today, average hourly earnings and average weekly earnings are about five times as high as they were in 1914.

It just does not make sense today to restrict the amount you can borrow under a small loan to as low a figure as \$300 in terms of 1953 dollars. A far more realistic ceiling today would be \$1,000, with provision for lower rates of charge for loans in the higher brackets.

In its own self-interest and to show the borrower what makes up the cost of his small loan, the small-loan business should restate its rate in terms of what is interest and what are charges for services. If the small-loan laws can be amended to permit this, this should be done in the laws themselves. If the laws cannot be amended and the statement of rate must remain as an all-inclusive charge of 2½ or 3 per cent a month, then the small-loan business should tell the public what portion represents interest and what portion represents the cost of services.

It should demonstrate by actual examples how the bulk of its cost arises from these services it is constantly performing. It should show that only a relatively small part of its charge is properly attributable to interest as such. For the protection of the borrower, the small-loan business should support such salutary legislative measures as the anti-coercion clause and the "convenience and advantage" clause in small-loan laws.

All this boils down to an effective public-relations program to be reflected in due course in enlightened legislation, providing reasonable charges, stated in a realistic manner, with full protection against abuse by the unscrupulous. The borrower will then know what he is getting for what he pays, and he will enjoy the reassurance that comes from a knowledge of adequate safeguards for his family and himself.



Typical of the work of the clerk-typist are the duties of this young lady, who types all the records and reports for the U.S. Savings Bond deductions of the 55,000 employees of the Norfolk & Western Railroad. Here, her supervisor helps two visiting students from a Roanoke high school to analyze her duties.

How Much Typing in Clerical Practice?

ACCORDING to studies, office workers devote about 16 to 25 per cent of their time to typing. Far more than any other office machine, the typewriter mechanizes the office. Use of the machine is basic to instruction in clerical practice.

■ Three Basic Questions—

The clerk-typist training program is built on a foundation of straight-copy skill. Three questions:

1. How much time (if any) should we give in clerical-practice to furthering basic-skill development?
2. How much time (if any) should we give to correcting faulty techniques?
3. How is clerk-typist training different from second-year typing?

These questions are crucial to the solution of how much typing we should include in clerical practice.

• *The answers to the first two questions are identical:* We should give little time, if any, to furthering basic typing skill or to correcting faulty techniques.

After the one or two years of typing preliminary to the clerical practice class, we can give little time to developing more straight-copy skill. If we are fortunate enough to have second-year typing parallel our clerical-practice course (and that is a happy arrangement), we can devote time in the second-year typing class to the development of basic skill and to correct techniques.

We will correct only those faulty techniques that produce poor results in copy, such as irregular capitalization and lack of uniformity of impression; we will deal only *incidentally* with such faulty techniques as posture, hand position, carriage return, correct fingering.

• *The answer to our third question:* The difference between second-year typewriting and the clerk-typist unit in clerical practice is largely that we give no time to basic typing instruction; we concentrate all our typing time in clerical practice to the use of the typewriter in producing simulated office work.

■ Some "Failures" Succeed—

Many of us have seen a student leave the business program without meeting typing classroom standards—he has shown up poorly in elementary typing, failed to follow the usual instruction about eyes-on-copy or to develop adequate speed. In spite of failure, he secures and keeps a satisfactory position. He obtains a statistical typing job, perhaps, if he happens to like numbers and can deal with them adequately; or, if he has a pleasing personality, he may become a receptionist who does some typing.

How can this happen? Easily. There

are some kinds of typing work in which the "normal" and "good" techniques are actually a handicap, where high speed is wasted, where the eyes-on-the-copy habit must be undone, and where the copying of exact models is unknown. When the student who lacks high speed, the eyes-on-the-copy habit, and the ability to copy well locates one of these positions, he may easily do very well in it. This is the kind of clerical typing in which a great deal of time is devoted to assembling and checking information, before and during and after it is typed.

The statistical typist, for example, *must* look at the copy in his machine frequently; he must check the use of various symbols, the positioning of irregularly staggered columns, etc. He devotes so much of his time and attention to the compilation, verification, and assembling information and to the subsequent checking of what is typed that the actual operation of the machine occupies but a small part of his total time at his desk.

In such a position, the worker does many things that are contradictory to what he learned in school and many other things that were not taught; how does he learn to do them?

■ Many Learn on the Job—

Numerous surveys (one completed in Covington, Virginia, for instance) show that many clerk-typists learn in the office instead of in the classroom. In a 1950 survey, Miss Beulah Jones

Eighth in a Ten-Part Series by
DR. HARRY HUFFMAN
Virginia Polytechnic Institute
Blacksburg, Virginia

found that local business-department graduates were doing—and had learned on the job—many clerk-typist activities they were not taught in school, as:

- Handling thick carbon packs.
- Completing work at the typewriter within a given time with both speed and accuracy.
- Typing numbers efficiently and accurately.
- Typing quickly and accurately from rough-draft copy.
- Learning the technique of erasing.
- Preparing stencils for duplication.
- Preparing at the typewriter first drafts to be retyped later.
- Learning to make mathematical placement for tabulations.
- Aligning typescript on forms.

Research studies show that clerk-typists need to know many uses of the typewriter. A community survey of clerk-typist work is in order if you would guarantee that appropriate training is included in your clerical-practice program. The survey should include such items as the following:

- ☐ Using electric typewriter?
- ☐ Setting up first drafts?
- ☐ Preparing dummy copy for duplication?
- ☐ Typing from rough drafts?
- ☐ Addressing runs of envelopes?
- ☐ Addressing mail labels? ☐ In rolls?
- ☐ Typewriting file labels?
- ☐ Typing information on cards? ☐ In shipping tags? ☐ small forms?
- ☐ Typing records—purchases, sales cash, inventory, payroll?
- ☐ Typing multiple-copy forms?
- ☐ Using snap-out carbon packs?
- ☐ Filling in forms and form letters?
- ☐ Retyping straight copy?
- ☐ Typing legal copy? ☐ documents? ☐ forms?
- ☐ Aligning information on printed forms?
- ☐ Typing from direct dictation?
- ☐ Typing stencils?
- ☐ Typing masters for the spirit process?
- ☐ Sending acknowledgement cards?
- ☐ Composing routine letters? ☐ at the typewriter?
- ☐ Preparing table from data sources?
- ☐ Typing statistical tables?
- ☐ Using drop-head desk? ☐ single-pedestal? ☐ double-pedestal?

Such information from the community enables clerical-practice teachers to know just what to include in the clerk-typing unit.

■ What We Should Emphasize—

1. Erasing Techniques. We should give considerable experience on erasing techniques—erasing on various grades and qualities of office paper and forms, erasing originals, erasing carbon copies, erasing with a shield, erasing errors on masters for the spirit-process duplication, and using all the different kinds of erasers. Certainly our students should have experience with erasing multiple carbon copies. For certain jobs, too, students should know how to “patch,” as on a spirit or offset master.

2. Multiple-Copy Work. Our students need experience in using thick carbon packs and in assembling paper and carbon efficiently and quickly. We should give our students experience in typing forms with one-time snap-out carbons, as well as with those forms in which carbons must be inserted. We should give our students experience with aniline-dye carbons for duplicating processes.

3. Preparation for Duplication. A very important part of the typing in clerical practice includes setting up first drafts of copy—setting up dummy copy to represent a replica of the final product. We should be sure that our students know enough about typing stencils, master sets, and originals for other duplicating processes (as described here last month) to select the proper method of duplicating before beginning the typing process.

4. Working with Envelopes, Cards, Labels, and Tags. We should provide instruction in rapid and efficient typing on paper less than 8½ by 11 inches, such as envelopes, cards, and forms. This training must include instruction and practice in using rolls of labels and even in such trivia as preparing “pockets” or “pleats” in which to insert small cards for typing. All modern typing textbooks supply ample instruction in typing on envelopes, cards, and labels; our students may have had experience with this work, but we will want to be certain that they review it and develop considerable skill in it. A frequent activity in most communities is quantity envelope addressing. We can conduct time-and-motion studies with our students to determine the best method of envelope addressing, and then practice it.

5. Recordative Typewriting. A very important aspect of typing is typing on records and forms. Typing in the purchasing, sales, accounting, and personnel departments of a business requires the office worker to type considerable information onto journal sheets, ledger sheets, and other permanent records.

The use of one-time carbons, so that a great number of records can be prepared at one time, has increased; they are widely used in payroll work to prepare individual employee ledger sheets, summaries, and pay checks (or envelopes) simultaneously. Payroll typists use one-time carbons or continuous sheets of carbon automatically fed to the manifold typewriter.

6. Filling in Forms, Form Letters. To fill in forms, the office worker often must assemble information from many sources and check it before and while and after he enters it onto the form at a typewriter. In addition to assembling, classifying, and checking information,

the typist must align the information on printed lines or within specified areas.

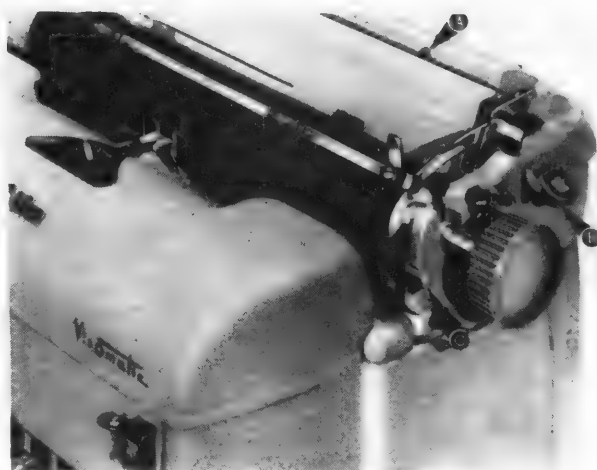
7. Statistical Typewriting. This includes the ability to do tabulation by means of mechanical, mathematical, and guesstimating placement. Statistical typing may include typing copy with many symbols, figures, and characters. It sometimes includes arranging the information, as well as typing it, in tabulated form. Undoubtedly, students who undertake office work involving statistical typing find that the ability to assemble information, to classify it, to check it, and to work accurately is far more important than the ability to type 60 or 70 words a minute from straight copy.

8. Proofreading. In elementary typing, we emphasize typing with the eyes on the copy. This instructional technique is extremely important in the building of basic typing skill. However, when a student has built whatever basic typing skill he can in the time permitted, he must have experiences in typing records, forms, and so on, which require him to assemble information and insert it visually. Therefore, the ability to type with eyes on the copy, if overemphasized, can become a hindrance to the future clerk-typist. If a student has established the feeling that looking at the copy in his typewriter is *always* wrong, he may become a poor clerk-typist. Recordative typing requires the typist to compare his typewritten copy with other information frequently—and in some cases constantly.

The habit of proofreading efficiently, accurately, and painstakingly during and after the typing process is a highly prized skill. We can and should teach our clerical-practice students to use their eyes for checking. We must give them experience in focusing their eyes on information in a copyholder or beside the typewriter and then quickly refocusing them on the typewritten copy in the typewriter. Obviously, the student should learn to devote painstaking effort to proofreading completed work.

9. Desk Problems. Clerical-practice students should have experience with clerk-typist desks. Many offices use the drop-head desk; and students should have experience with both the open and closed desk also, for the amount of work space available is different in each. Single- and double-pedestal desks are important in some clerk-typist work. Our students should be familiar with the layout of these desks for different problems—the layout for the clerk-typist who prepares copy for duplication will be different from that for the clerk-typist who does recordative typing.

(Continued on page 29)



The new de luxe R. C. Allen Typewriter is neat, sturdy, and balanced. It is gray, with green fingertip-grooved keys, with giant-sized tabulating and backspacing keys. It is named "VisOmatic" because the margin stops are "visible" (A) against a scale, yet "automatic" because they can be set by (B) push-button keys at each end of the carriage. It has an easy-release lever (C) for quick platen interchange.

There's a New Allen Typewriter

R. C. Allen becomes first to merchandise two standard machines

THE R. C. ALLEN Business Machines Company, long a leading maker of adding, bookkeeping, calculating, and other business machines, stepped into the typewriter field in 1950 when it purchased and took over the Woodstock typewriter. Since then the machine has been improved through a succession of models—the Allen-Woodstock, the R. C. Allen, and more recently the "Allen 600," which has just been renamed the "R. C." model. Basically, however, the machine had remained the Woodstock, characterized by its handset margins and rock-bottom price.

Now the R. C. Allen engineers have had time to work up their own ideas. Result: the new "700" model, just announced as the "VisOmatic," so named because its margin stops are both visible and automatic.

■ What It Has to Offer—

- **Sturdy Appearance.** It is a neat machine, pretty in its "Mist Gray" frame and green keys (also available: "Cocoa Velvet" and "Cool Green"), and uprightly solid looking. There is little chrome—just on a few of the

levers on the carriage of the machine.

- **Oversized Keys.** It has a standard keyboard, with normal *set* and *clear* keys for adjusting the tab stops. The clear-tab key is at the left; beside it is a touch control tagged for light, medium, and heavy touches. The set-tab key is at the right; near it is the ribbon-control mechanism.

The tabulator key (at the upper right, beside the hyphen) is giant sized—nearly double size. Across the keyboard (beside the 2) is the backspace key, also oversized.

- **Deep-Dig Keys.** The keys feel different. They have a deep groove in the squarish key caps, which results in a surprisingly reassuring feeling.

- **Interchangeable Platens.** The carriage is designed for easy changes of platens. Pulling a draw lever ("C" in the illustration) frees the right end of the platen; then it lifts out easily. The platen and right knob are a unit; the platen fits into a socket at the left end. Special values: The cylinder can be changed in ten seconds; and, of interest, a substitute platen can be used when old ones are sent out for refinishing.

- **VisOmatic Margins.** But the eye-catching feature is the margin-stop arrangement. You can set the stops either by push-button or by hand. Other machines have "visible" margins (that is, they set by hand, with the margin

stop pointing clearly to a visible scale) and others have "automatic" margins (that is, the stops snap to wherever the carriage block is when a margin-set key is pushed); but the VisOmatic is the first to have both features at once.

The margin-set push-buttons ("B" in the illustration) are just behind the cylinder knob at each end of the carriage. Your forefinger can simultaneously depress both the carriage release and the margin push-button, permitting one-hand adjustment.

Atop each stop is an arrowheaded plunger ("A" in the illustration) that moves in a slot behind the paper table along a visible margin scale. You can push the plunger down and slide the stop; or you can set the carriage at the point where you wish the stop set and can then depress the margin-set key—and the top of the stop verifies the actual setting. The set keys pop back to normal position as soon as they are released.

■ An Addition, Not a Replacement—

The new VisOmatic is not a replacement of the RC but rather an extension of the Allen line. The firm believes that there are some offices that will prefer economy to the plus benefits of interchangeable platens and VisOmatic margins. So, R. C. Allen becomes the first modern typewriter manufacturer to sell two standard machines.

After Checking with Businessmen, We Built a New Curriculum

MR. DEAN SWEETLAND

Cecil's Business College
Spartanburg, South Carolina

EVERY ONCE IN A WHILE, every school must take inventory of its accomplishments, ascertain its strengths and weaknesses, and review its training program. We did that—"we" being Cecil's Business College, in Spartanburg, South Carolina—and emerged from our experience with a new design for our training offerings.

This is a report of how we evaluated our work and how we subsequently strengthened our program; and it is made here because the whole procedure was so direct, so simple, and so effective that we believe other business educators will wish to consider the pattern when planning to evaluate school programs.

In brief: We interviewed more than a hundred businessmen, asking their opinions of our products and their forecast of what they wanted in future employees. We found that in each of three areas for which we train business workers there is a *ladder* of employment level, with corresponding requirements. Finally, we reorganized our training program to parallel the "ladders."

■ We Interviewed Employers—

• *Our first activity* was to develop a survey form to use as a check list during the interview. Use of such a form would keep us and our conferees from wandering too far afield and would save time; too, it would guarantee that we got all the information that we needed in each interview.

There were three parts to the form. The first dealt with the on-the-job accomplishments, strengths, and inadequacies of our trainees.* In this part we had check boxes and writing spaces in which to insert responses to these

*The word *trainees* is used instead of *graduates* because many students leave school to take jobs before graduation; indeed, some attend just long enough to solicit the help of our placement bureau.

questions: In what skill are our students strongest? weakest? In what personality factors are they strongest? weakest? What recommendations would you make for improving our program?

Because we have been developing a personality-improvement program, we also asked specifically, "Do you think that special training in personality and human relations for office workers would be an improvement in our curriculum?"

The second part of the interview form asked for goals: dictation speed; typing speed; importance of office practice, English, spelling, bookkeeping, business machines; and an "etc."

The third part of the form concerned the employers' foreseeable employment needs—the number of employees, whether they would be full time or part time, and the skills required for the anticipated openings.

• *Our second activity*, once the interview form was ready, was to make interview appointments. Each businessman was contacted in advance; the interview was conducted at his convenience. Interviews took about a half hour and consisted of the interviewer's asking the questions on the form, interpreting the responses, asking follow-up questions when necessary, and recording the information.

• *Finally*, when we had records on 104 interviews, we compiled the data and studied our findings.

■ What Employers Told Us—

Every comment made by an employer is, of course, a vital point to the school's staff. Realizing, however, that most readers are more interested in *types* of responses than in actual statistics, the findings reported here are merely those indicative of the kind of information businessmen will give.

• *Opinion of Our Trainees.* Busi-

nessmen told us that our trainees were strongest in typewriting (there were exceptions to this, of course), fairly satisfactory in shorthand, and much too weak in spelling. As to personality traits, some businessmen said our trainees lacked interest, initiative, aggressiveness, and the ability to get along with other workers. Not all businessmen concurred, of course; a few even said that those very traits were our students' strengths.

But we noted an interesting aspect in this part of the inventory. Businessmen responded in recollection of *particular* employees, naturally; and their comments concerned the employee's qualifications for *the* job he or she was filling. Thus, a businessman may say that his receptionist has more than enough skill in shorthand (which she rarely uses on her job) but not enough skill in using the telephone; and conversely, another businessman will say his secretary is an expert telephoner but too slow in shorthand. Always the "view" of the businessman influenced his comments.

• *Suggestions for Our Program.* Two general observations: Businessmen hesitate to state what they think we ought to be doing; and all businessmen, in general, want more of whatever is available. Too, the employer's immediate needs stir him to ask for training specifically linked to *his* business operation.

So, it was natural to find a great vote for more training in personality and public relations—there was more unanimity on this than on any other one factor. It was equally natural to find many urging more training in telephoning, in general salesmanship, in public speaking, in using directories, etc. Two men urged that we set up a course in verification checking. Two

wanted us to be sure we taught our students how to make introductions. A number of men individually asked for such things as training in credit work, in job supervision, in technical vocabularies, etc.

• **Initial Skill Standards.** As to the goals we should establish for skill courses, the businessmen opined as follows: 9 per cent said employees ought to type at 80 words a minute; 25 per cent, at 60 words a minute; 41 per cent, at 50 words a minute; and 25 per cent, at 40 words a minute.

In shorthand, 2 per cent of the businessmen said they wanted their workers to take dictation given at 120 words a minute; 20 per cent, 100 words a minute; 50 per cent, 80 words a minute; 20 per cent, 60 words a minute; and 8 per cent, just 50 words a minute.

One must, of course, be wary of such statistics. Few businessmen have a very real appreciation of what a "word a minute" is. When a businessman says he dictates at 80 words a minute and wants a girl to take the dictation at that rate, he means that he wants the girl to take that rate *easily and steadily*; thus, his 80 or 60 words a minute may be *her* 100 and 80 respectively. Moreover, the businessmen were not stating their recommended rates for graduates but the rates they felt appropriate for the kind of job that they have been filling by our trainees.

Again, the matter of "kind of job" comes up. A businessman might say that 50 words a minute is enough shorthand—for his *receptionist*, that is; but he wants 120 for his *secretary*. As our interviews went on, it became more and more clear to us that there is not one but many goals and objectives.

• **Employment Needs.** Briefly, it is worth noting that there is a tremendous need for more office workers—we estimate that our employment area needs or will need in the very early future 2,000 more or replacement office workers. Nineteen businessmen said they would accept part-time workers.

■ What We Really Learned—

The criticisms and suggestions were most helpful, of course. We are happy at the approval of our plan to enlarge our program in human relations. We were pleased by the applause given our typists; and we moved to strengthen our spelling offering. As a partial by-product, we are intensifying our use of audio-visual aids. We are doing more with telephoning, and reference books, and so on.

But the big outcome to us was the realization that there is no single set of standards toward which every student should be expected to work. There are ranks in business offices; there are jobs on many levels, and there are opportunities on each level. What we needed, we found from our survey, was

THE NEW DESIGN FOR CECIL'S BUSINESS COLLEGE

	SECRETARIAL	ACCOUNTANCY	BUSINESS ADM.
GRADE 1	<i>Clerk-Typist</i> Typing, 40 wam Business English Spelling Human Relations (3-4 months)	<i>Bookkeeper</i> Typing, 40 wam Business English Spelling Human Relations Payroll Accounting Income Tax Accounting (1 unit) (6 months)	<i>Office Clerk</i> Typing, 40 wam Business English Spelling Human Relations Office Machines Accounting I (6 months)
GRADE 2	<i>Stenographer-Clerk</i> Typing, 45 wam Shorthand, 80 wam Transcription, 15 wam Office Machines (6-9 months)	<i>Junior Accountant</i> Business Arithmetic Business Law Office Machines Accounting (3 units) (12 months)	<i>Adm. Assistant</i> Accounting II Payroll Accounting Income Tax (Ind.) Filing Business Law (12 months)
GRADE 3	<i>Secretary</i> Typing, 55 wam Shorthand, 100 wam Transcription, 20 wam Office Practice Bookkeeping Filing (9-12 months)	<i>Senior Accountant</i> Intermediate Accounting Theory Auditing Cost Accounting Accounting Systems (24 months)	<i>Junior Executive</i> Business Management Personal Finance Accounting III Business Arithmetic (18 months)
GRADE 4	<i>Executive Secretary</i> Typing, 70 wam Shorthand, 120 wam Transcription, 25 wam Business Law Business Arithmetic (15-18 months)*	<i>Accountant (CPA Prep.)</i> Advanced Accounting Theory Advanced Tax CPA Review (36 months)	<i>Senior Executive</i> Personnel Management Economics Money and Banking Corporation Finance Accounting Systems Management (Survey) (24 months)

CECIL'S BUSINESS COLLEGE, which offers instruction in three career fields, developed the above four-grade-level program in each career area as a result of a survey among businessmen. The school found that there is no single set of goals but rather multiple goals (depending on the requirements of the different office positions) and redesigned its curricula to meet them.

a whole ladder of training levels. And so we instituted our 12-part program, shown in the accompanying table.

■ Our New Program—

As a glance at the table reveals, we now have four grade-levels in each of the three career fields in which our College gives instruction. Many of its merits are immediately discernible.

• **The student** can be certified as he completes each grade-level's work. He has an immediate objective; he will want to achieve the next—he cannot mistake the association of salary and position with the training completed. He achieves a diploma only on graduating from Grade 4.

• **The employer** will know by our certification the level of training that each job applicant has completed. The goals for each level are compatible with our local job definitions.

• **Our placement bureau** will find it simpler to put the right trainee in the right job, to mutual benefit of school, student, and employer.

• **There is considerable flexibility**, so that it will not be too difficult for

students to switch majors—if they do not wait too long to do so.

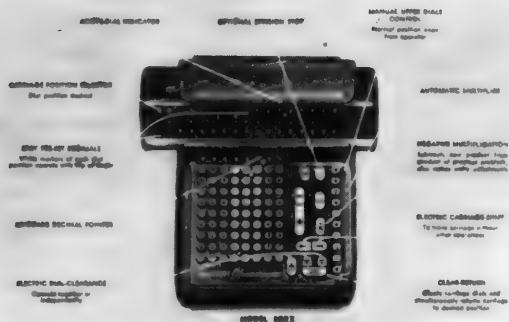
• **High school** business students can see at once how and what advanced course work is before them, a fact that should encourage more of them to try to qualify for better positions.

• **Provision is made** for strengthening the qualifications of all our graduates—note that, in Grade 1, all will take a core of typing, spelling, English, and human relations.

■ In Summary—

You may or may not be interested in the specific program that we have evolved; but the fact that a school undertook to get its own measure and then to modify its programs of study to meet the needs of these changing times should be of interest to all business educators.

We believe that the pattern we followed is a good one. It was not difficult or monumental to conduct, and it gave us the information—and the impetus—we needed to improve ourself. The pattern will serve you equally well, we are sure.



MARCHANT

FIGURE-MATIC

DESCRIPTIONS of the control keys are diagrammed thus on a display wall chart. Measuring 30 by 20 inches, the colorful chart is designed as a classroom poster (also available for other Marchant models).



THE SCHOOL PROGRAM, though abounding with supplementary aids, is based primarily on the above: a textbook, the *School Manual*; an answer book, *Answers*; and the *Teacher's Guide*, a course outline with tests.



MARCHANT'S PROGRAM includes descriptive and instructional leaflets for each model, orientation materials for employed workers, charted conversion tables, and even very special *Methods Manuals* for particular businesses.

MARCHANT Calculators

ONE OF THE MOST dynamic frontiers in business education is the field of training in the operation of office machines. Ingenious new machines and improved models of familiar units spring daily from assembly lines all over America in response to the urgent demand for more service and greater economy in office procedure. Each new machine represents job opportunity—and changing training needs.

Providing office training is a function of business education, a function in which the manufacturers of office equipment have a keen concern. It is difficult to merchandise new equipment when operators for it are not available. The manufacturers must face this problem. There are two things they can do: provide training aids for the on-the-job adjustment of the employed worker who will use the machine; provide training programs for the use of students in schools and colleges.

The most prominent makers of office equipment, the ones whose trade names are known everywhere, usually undertake both training efforts. The manufacturers' School Departments produce a stream of machine manuals, textbooks, teachers' guides, charts, and other training aids. A classic example of how much a manufacturer can and will do to assist in the training of expert operators is the program of aids developed by Marchant Calculators, Inc., makers of rotary calculators.

■ Marchant's Program Is a Double One—

- *There is a series of leaflets and operation manuals that show the experienced or inexperienced office worker how to do on his new Marchant all the calculating necessary in his job. These leaflets are wonderfully illustrated. Any operator can quickly master his Marchant. To assist further, there are many kinds of handy conversion tables available.*

- *There is a kit of schoolroom materials so complete that any teacher, whether well informed about calculators or just casually familiar with rotary calculators, can readily give instruction and supervise practice in the use of the Marchants.*

- *Contents of the training kit include a huge wall chart, which identifies the control keys on a Marchant; and three correlated publications: the Marchant*

come to school

School Manual, which is a 128-page textbook of explanations and problems for the student; a Teacher's Guide for the School Manual, which is a 36-page outline of course work and tests; and a 16-page Answers key.

The School Manual starts with an intriguing background of the history of calculators; then there are diagrams of the latest Marchants (Figuremaster, Figurematic, and Semi-Automatic), also diagrams of older models that many schools still use; and an illustrated reference section; and then there are the practice exercises, each preceded by specific instruction. The manual is divided into two parts: Part One covers the fundamental arithmetic operations; Part Two covers common business applications.

- *The heart of the course*, from a teacher's viewpoint, is in the Teacher's Guide. It provides outlines that tell the teacher which parts of the textbook to use for courses of 5 hours (orientation), of 10 hours (basic arithmetic), and of 20 hours (business problems). It provides both reviews and tests for each length of course and comes complete with scoring key and grading plan.

With these three outlines, the instructor can very easily fit Marchant calculating into his office-machines rotation or battery plan, using either 5- or 10- or 20-assignment units for his course.

- *To get these materials*, teachers may contact either local Marchant representatives or the Marchant headquarters (Oakland 8, California). The kit is delivered free, on request, to the school when it buys a Marchant for classroom use; additional copies cost: textbook, \$2; answer book, 15 cents; guide, 25 cents.

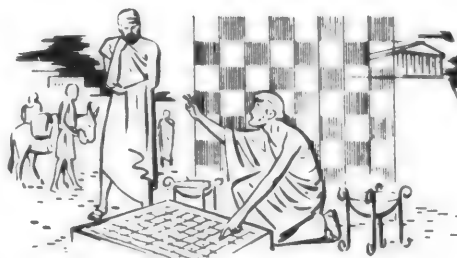
■ It's a Developmental Service—

It is not the intent of Marchant or of other manufacturers who provide educational services to become publishers, to make a profit on their training aids; the intent is to encourage the training of more and better rotary-calculator operators.

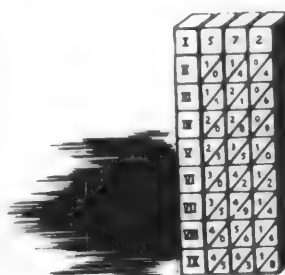
The provision of training materials like these is a service that Marchant, at considerable cost, is now sharing with business teachers to the mutual goal of preparing more young men and women for greater accomplishment in business careers.



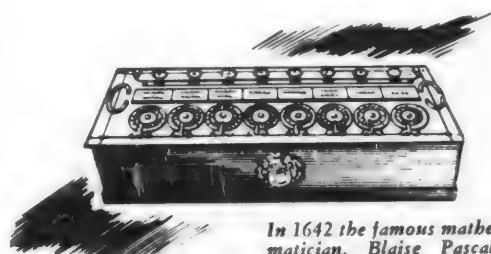
Although of ancient origin, Chinese merchants still use this calculating device known in China as a Suan Pan and in ancient Rome as an Abacus.



The need for a reckoning device grew with the development of trade and commerce. This checker-board arrangement was introduced by the Romans to meet that need.



In 1614 John Napier, Scottish nobleman, devised a unique mechanical means of calculating, a system of numbered rods called "Napier's Bones," performing the solution of multiplication by addition.



In 1642 the famous mathematician, Blaise Pascal, startled Paris with this machine capable of addition and subtraction.

ABOVE: One of the many panoramas of calculator history illustrated in the introduction to the School Manual.

TYPING DRILLS...for speed

Here is the first of a series of drill lessons

you can duplicate and try out on your students

WANT TO HAVE a lively period that your typing class will like? The last period before a holiday, perhaps; or just simply for excitement and variety?

Then, duplicate the drills* on the opposite page and give your class a rich experience in adding to their words a minute. The material will fill a master or stencil exactly.

■ Using the Warmup Drills—

Any warmup drill should do exactly what the name implies—warm up the fingers, develop a sense of readiness for the activities to follow. By such drills, fingers become limber and stroking muscles strengthened.

Tell the students to set their margins for a 70-space line, then to type the Experts' Rhythm Drill for several lines. Emphasize quiet arms and wrists, curved fingers, even stroking.

Next, direct the class to type the two lines of words and the two sentences—each line contains the full alphabet. By writing these lines, the student reviews all reaches and exercises—warms up—all fingers. Practicing the three-letter words gives basic rhythm practice. Experience indicates that each alphabetic line can profitably be typed four or five times. The warmup should take 5 or 6 minutes.

Idea: Have you ever told students to "pyramid" their warmup for a week or two, beginning each day's lines immediately under those of the preceding day? The student types on both sides of the paper; if he single spaces, he gets about 50 lines to a side; it is then possible to record the number of warmup lines he has completed—a fact that encourages a more serious effort and prompt start in warmups.

■ Using Acceleration Sentences—

Acceleration sentences are excellent for speed sprints and keep the student from settling into a set rate of stroking. The four sentences illustrated contain not only many easy flash combinations but also many balanced-hand stroking

combinations. These sentences get the student on the word level of response, improve hand co-ordination.

First, allow the class a minute or so to read and type once through the set of sentences. Then give a 30-second timing—using just the first sentence if a student has been having difficulty in increasing his rate, or using the set of sentences as a paragraph if he has recently added to his speed and needs to strengthen his control. Have the student compute his gross words a minute (note that the word counts are indicated; the student need not compute the actual strokes) and then write his speed in the margin of the paper.

Now repeat the same 30-second writing and call for a show of hands of those who have an increase over the first writing. Permit students to practice the word or words that made them hesitate or slow down; then give the 30-second writing again, followed by another show of hands.

■ Using the Speed Paragraph—

This section of the speed-development drill gives a means of improving and measuring stroking rates on paragraph material of almost average difficulty. The first two lines of the preview contain words that lend themselves to pattern responses; the third line contains more difficult combinations.

First, give a one-minute timing on the paragraph, to establish a "starting" rate. Place a rough chart on the board and tally the class results (note the sample table below).

Then, direct students to practice the preview lines, writing each line twice, until you give them a signal to start another one-minute writing on the paragraph. Allow the students 1½ or 2 minutes for preview, then give such a starting signal as "Timing! . . . 3 . . . 2 . . . 1 . . . Start!" By the time you have said the 2, students will have returned the carriage and poised themselves for the start signal. When you

say *Start!*, the students write for one minute.

At the end of the minute, launch them *immediately* into the preview again, followed soon after by another one-minute timing. In this preview-timing-repreview-retiming routine, the student does not stop once—he keeps going while he is "red hot." Tally hands again.

Do the preview-timing-repreview-retiming cycle once more and tally hands again. Your scoreboard will look somewhat like this table, which shows the results obtained in the writer's class of 34 with the materials illustrated:

WAM*	TW No. 1	TW No. 3	TW No. 5
100			
90			1
80		5	8
70	9	18	20
60	22	29	31
50	32	33	34
40	34	34	34

* Numbers are number of students who reached the indicated speed or more in each case.

■ Some Concluding Observations—

- Note that this is strictly a speed-developing drill. No mention is made of accuracy—though students will not type grossly inaccurately, since they are previewing and repeating the copy.

- Note that this routine is well organized. It consists mostly of *typing*. The absence of talking and checking will impress the student with a feeling that he has accomplished a great deal. However, don't push the students so hard that they become tense.

- Note that the procedure of jumping instantly from preview-typing into the timed-typing speeds up carriage returning, hastens general readiness.

- Note that the most important single factor is the opportunity for each student to raise his hand in a flush of triumph *many* times when you are tallying the writings. You will find the table easy to put on the board. The growth is certain; it takes only a moment or two to show the class that it has accomplished something, and they leave with a feeling that it was a wonderful period.

*Although the author does not mention it, professional courtesy would suggest using a credit line such as, "By Dr. Fred Winger, of Oregon State College; from the January, 1954, issue of BUSINESS EDUCATION WORLD."—Editor

DR. FRED WINGER
Oregon State College
Corvallis, Oregon

SPEED DEVELOPMENT DRILL

1. WARMUP

a. Experts' Rhythm Drill

a;sldkfjghfjdksla;sldkfjghfjdksla;sldkfjghfjdksla;sldkfjghfjdksla;sldk

b. Alphabetic Word Lines and Sentences

the and but for day can win sub pig gum vex qua job key adz and fit go
such quit work some blew lazy text five gone just drop next this which

A grim task may vex you, but Jeff can do it quickly with perfect zeal.

Kriss was quick to admit his next job was good for a very lazy person.

2. ACCELERATION SENTENCES

If he is to visit us for a week or two, he may find time to visit her.														<u>Words:</u>	
:	:	:	:	:	:	:	:	:	:	:	:	:	:	14	14
Did she pay Jane for the box of fish, or did she pay the nice old man?														14	28
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
For such a little boy, he is able to do fine work and may win a prize.														14	42
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
Glen did plan to go to the city but may now go to the lake for a time.														14	56
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

3. SPEED PARAGRAPH MATERIAL

a. Preview

wants drill there build rapid wise with that mind more move than good
difficult smoothly written stroking should unless single words they to
previewed settling practice certain develop letters faster typist rate

b. Timings

If a typist wishes to develop a faster stroking rate, it is wise														<u>Words:</u>	
:	:	:	:	:	:	:	:	:	:	:	:	:	:	14	14
to drill with that aim in mind. Unless fingers are forced to respond														14	28
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
faster, there is danger of settling on some certain stroking rate. A														14	42
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
good way to build more rapid stroking rates is to practice typing the														14	56
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
easy words in patterns rather than by single letters. The hard words														14	70
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
should also be previewed so that they can be written smoothly.														12	82
:	:	:	:	:	:	:	:	:	:	:	:	:	:		
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

Average syllables per word: 1.36

Average strokes per word: 5.4

Trial-Balance Trouble

MILTON BRIGGS

Bookkeeping Editor

"MY TRIAL BALANCE just won't balance. I give up!" The experienced bookkeeping teacher swings into action whenever he hears one of his students make a remark like this. *Every* student must be convinced that *every* trial balance will balance if he checks his work carefully. Careful checking and calm procedure are the keys to success in preparing a correct trial balance.

■ Common Errors—

Teach your students to avoid these common errors that lead to trial-balance failure:

1. Incorrect addition of the trial-balance columns.
2. Inaccurate subtraction in figuring the balance of a ledger account.
3. Incorrect addition in ledger accounts.
4. Placing an account balance in the wrong column of the trial balance.
5. Posting to the wrong side of an account.
6. Posting of an incorrect amount, transposition, or transplacement of figures.
7. Omission of one or more postings.
8. Duplicate postings.
9. Incorrect addition in any of the books of original entry.
10. Omission of an account from the trial balance.

If students know these ten trouble spots, they know what they must search for when they have trial-balance trouble. Also, in contrast to the above list, they should know the type of error that the trial balance will *not* reveal. Principally, these errors are: (1) Miscalculations; (2) incorrect classification of debits and credits (errors in journalizing); (3) omission of posting both debit and credit (same amount); and (4) posting to the wrong account.

The trial balance should be introduced as a boon to bookkeepers. It was designed as a test of posting accuracy, a pausing point for proving the bookkeeper's work. It should be used frequently. It is always easier to locate an error by going back over a short period than it is to wait until a series of errors

may have occurred. In practice, many bookkeepers plan time for a daily trial balance.

■ Introducing Trial-Balance Procedure—

When the bookkeeping teacher first presents the theory of the trial-balance procedure, it is of the utmost importance that he follow through the work of every student to make sure that he is successful with his initial trial balance. There are two things the teacher can do to insure this result. First, he can plan an introductory exercise that is short and most likely to lead to a successful conclusion; second, he can employ student auditors to assist those who develop trial-balance trouble.

The short three-step problem, with from ten to fifteen transactions to be journalized and posted, seems to be a safe starting point for the first trial-balance lesson. It provides little opportunity for students to get off the track.

■ The January Contest Problem—

Samuel Stone is the proprietor of Sam's Service Station. He sells automobile accessories, tires and tubes, and supplies in addition to his sales of service. The business is not big enough to warrant employment of a full-time bookkeeper. In this contest problem, therefore, you are to assume that you are employed on a part-time basis to keep Mr. Stone's records.

There are sixteen sample transactions in this problem, transactions typical of the type that occur daily in business throughout the nation. To earn a Junior Certificate of Achievement or pin for your work in this contest, make entries with pen and ink in simple general-journal form for these sixteen transactions. To earn a Senior Certificate or pin, journalize the transactions and then post the entries to a general ledger. To earn a Superior Certificate or pin, journalize, post, and then prepare a trial balance of differences.

■ The January Transactions—

2 Samuel Stone invested \$4,000.00 in his service station.

4 Bought merchandise, on account 60 days, from Superior Supply Company, \$330.90.

7 Cash sales of service to date totaled \$270.10.

9 Sold tires and tubes on account to the Public Market, \$71.80.

11 Purchased merchandise for cash, \$418.80, from Wearwell Tire Corporation.

12 Returned damaged merchandise to the Superior Supply Company, \$17.60. They agreed to credit our account.

14 Purchased supplies for use in the station from the Peak Quality Supply House, \$34.96, on account.

15 Sold merchandise to the Star Transportation Service for cash, \$45.10.

16 Bought a new cash register on account from the Double-Duty Equipment Corporation, \$150.00.

18 Received a check from the Public Market, \$50.00, in partial payment of amount due.

20 The Star Transportation Service returned merchandise. Refunded the sale price, \$6.98.

21 Gave the Peak Quality Supply House a check for \$20.00, in part payment of amount due them.

22 Sold goods on account, 30 days, to Henry Feenan, \$17.00.

25 Sent Wentworth Realty Corporation a check for \$400.00, in payment of rent for station.

28 Henry Feenan returned unsatisfactory merchandise. Credited his account, \$1.58.

30 Mr. Stone withdrew cash from the business, \$350.00, for investment elsewhere.

■ Teacher's Key—

The correct total for the trial balance if accounts for Returns and Allowances are used is \$4549.86; the correct total if accounts for Returns and Allowances are not used is \$4523.70.

BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.

2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.

3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, \$1.00), or both (fee, \$1.10).

4. If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names: if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.

5. Mail the list of names, the one best paper, and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. DEADLINE DATE: February 1, 1954.

6. Judges are Milton Briggs, Walter M. Lange, Dr. Alan C. Lloyd, and Anne Kovacs. Decisions of the judges are final.



Announcing

THE 17TH ANNUAL INTERNATIONAL

BOOKKEEPING CONTEST

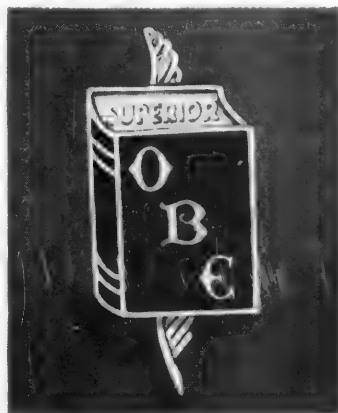
FEBRUARY 1–March 5, 1954

SPONSORED BY

BUSINESS EDUCATION WORLD

The problem for the Contest will be published in next month's issue of this magazine. . . . There will be three divisions, with equal prizes in each division: Public High School Division, Parochial High School Division, and College and Private Business School Division. . . . So, your pupils compete with their peers. . . . Prizes include a beautiful silver trophy cup to the winning school as first prize in each division, with the Official Gold-and-Enamel O.B.E. Pin to the teacher . . . a second-prize banner to the school and the Official Gold-and-Enamel O.B.E. Pin to the teacher of the second-place winners . . . a third-prize banner to the school and the Official Gold-and-Enamel O.B.E. Pin to the teacher of the third-place winners . . . a prize-school banner to the school and the Official Gold-and-Enamel O.B.E. Pin to the teacher of the winners of the next five places in each division . . . and a beautiful O.B.E. Pin to each student whose paper wins an Honorable Mention. . . . The contest problem is entitled Money-Magic Market and it employs your student bookkeepers in preparation of a year-end trial balance. . . . The complete contest rules will be published with the problem in the February issue.

**USE THE
COUPON
BELOW
TO
OBTAIN
CONTEST
ENTRY BLANKS
AND
PREPRINTS
OF
THE
INTERNATIONAL
BOOKKEEPING
CONTEST
PROBLEM**



Prizes include banners and pins.

**It will be fun for your students . . .
a welcome change from textbook routine.**

AWARDS DEPT., BUSINESS EDUCATION WORLD, 330 West 42nd St., New York 36, New York.

1. I plan to enter approximately students in the 1954 International Bookkeeping Contest. Send me contest entry blanks as soon as contest rules permit.
2. In addition to my free teacher's copy, please send, at 5 cents each, student preprints of the bookkeeping contest problem as early as contest rules permit. Remittance for preprints enclosed: \$

Name
School
School address

OOMPH—My favorite shorthand teaching device

MY FAVORITE shorthand device is *oomph*—what I call that “hurry without worry” atmosphere in a dictation class. You can’t put your finger on it; but you know the class has it when they rush into the room and prepare to write before the bell rings, when they beg you to dictate the letter once more still faster, when they remark that the period passed too quickly.

Oomph is that intangible something that makes shorthand pupils work hard and love every minute of it. Unfortunately, there is no one secret action that will work this magic; for *oomph* results from a combination of things. Undoubtedly, many teachers have discovered their own formulas for producing it; I find that I can best achieve a “hurry without worry” atmosphere in the following ways:

■ I Build a Sense of Security—

Each pupil knows the goal before him—to pass the five-minute Gregg official at the next higher speed—and he knows the corresponding school mark he will earn by reaching his goal. My grading is no secret. Pupils are welcome to see their grades and discuss their progress; but, more often, I take the initiative in discussing it, to give suggestions for their improvement.

I clearly explain class policies in regard to such matters as turning in late homework, absences, gum chewing, running out of ink, etc. Pupils know exactly what the procedure or penalty is. I never deviate from established policies. There is no chance for question or doubt.

■ I Build Their Confidence in Me—

I always tell how fast I am going to dictate—then I dictate that fast. I never try to fool the class; to do so would shatter their confidence in me.

I demonstrate writing on the board from dictation at speeds slightly higher than those toward which they are working. My main purpose is to show the class that their goals can be reached, but my demonstrations send their confidence in me sky-high. They see that I really studied and practiced as they are doing.

■ I Let Students Follow Their Own Leaders—

I let the pupils take charge of the class routines. They choose officers who direct their reading from the homework, collect the lessons, assist in roll taking, and regulate the ventilation.

I let the students know that I want to spend every available moment dictating to help them build their speed. Not a moment is to be wasted. Thus, they rush to complete the class chores delegated to them. They collect the homework in less than one minute, while, at the same time, the roll is being taken.

By the time three more minutes have ticked off the clock, an officer has called on at least half a dozen pupils to read from the lesson. The pupils read with oral transcription

(punctuation, difficult spellings) a sentence picked at random from the preceding evening’s homework.

During the next three minutes I write on the board the vocabulary drills that are part of the new homework. The class spells and pronounces each word and then rereads the entire list. With all the chores completed in seven or eight minutes, the bulk of the hour remains for dictation practice.

■ I Never Refuse to Help—

I am glad to write on the board at once any word called for. There is no hand raising, no waiting to be called on. The students simply sing out the words they would like to see, and I write them on the board.

If someone asks for a simple word like *their* or a word that was in the preceding evening’s vocabulary practice, I write it without comment. I never say, “Don’t you know that word!” Such remarks only discourage the pupils from asking and from learning.

I like to build word families. If a pupil asks for *essential*, I write *essential*, and then add *social*, *financial*, and *initial*. If the desired word is *reward*, I write *reward*, and add *onward*, *homeward*, and *forward*.

■ I Try to Generate Enthusiasm—

I flash a million-dollar smile every time most of the hands go up in response to my query, “How many got the letter?” I have been known to jump for joy. I never let signs of boredom creep over my face; for I know that, although I may be bored, the class is not. They love the constant race for higher speeds. So long as I am enthusiastic, everyone keeps trying.

I have a word of encouragement for the slower pupils who do not get the entire take. I say, “Don’t worry—as long as you manage to write a little more this time.” I never forget the slower pupils, and my look of pleasure when they do get a complete letter could not be more glowing if I were pinning the diamond medal on them!

■ I Try to Prevent Discouragement—

Pupils become discouraged when speed tests are given too often. Frequent testing points up failure. I follow the old rule, “Nothing succeeds like success.” I cut down on testing. I know it takes quantities of previewed speed-building practice before real gains are made. I find that testing every two weeks at the slower speeds—when pupils are striving to write 60 and 80—and every week in more advanced classes is adequate.

Although a “hurry without worry” atmosphere is the result of several things, if I had to attribute it to any one thing, I think it would be my own belief that my pupils can succeed. Once the class senses this, they don’t want to let me down—and *oomph* just bubbles over.—Rosalyn R. Shostak, Manual Arts High School, Los Angeles

The Problems of Beginning Teachers in Secretarial and Office Practice

Foreword: A classic research of recent years is the doctoral study of John J. Gress (Hunter College, New York City), who surveyed the difficulties of beginning business teachers. His findings have been issued by the South-Western Publishing Co. as its *Monograph No. 78*. Among his findings are the problems of beginning teachers in secretarial- and office-practice courses, listed in the table at the right. This month BEW inaugurates a series of articles by Dr. Charles B. Hicks, who suggests answers to the problems.

Rank	Difficulty	Frequency	Rank	Difficulty	Frequency
1	Getting machines, equipment	20	11	Assigning good homework	7
2	Organizing subject matter	15	11	Arranging demonstrations	7
4	Teaching filing unit	10	11	Finding supplementary material	7
4	Maintaining pupils' interest	10	11	Showing practical applications of the subject matter	7
4	Preparing projects for pupils	10	16	Servicing equipment	5
7	Operating the machines	9	16	Handling school production	5
7	Including dictation and transcription in the course	9	16	Grading students fairly	5
7	Meeting individual differences	9	16	Teaching the stencil unit	5
11	Covering course material	7	16	Publishing mimeo. newspaper	5

How to Get the Equipment You Need for Your Secretarial-Practice Course

WHEN experienced teachers note that beginning teachers cite the lack of office machines and other equipment as their No. 1 Difficulty in teaching secretarial practice and office practice, they are sure to nod vehemently. The problem is common. That it is a serious difficulty is unquestioned. You simply cannot teach secretarial- or office-practice courses without machines and equipment. You can try to, but the results are not very satisfying.

As a matter of fact, school surveys have indicated that the lack of equipment, or at least the lack of *modern* equipment, is a problem common to the whole business department.

What can be done—in any school, of any size—to get equipment and machines? Here are some suggestions that have worked in many schools.

■ 1. The Proper Perspective—

It is important that, before you “go after” equipment, you separate the *ideal* from the *minimum*. All of us would like the ideal; all of us can recite long lists of machines and equipment that we should like to have. What we *must* have, as a minimum, may be something much more reachable. Many a school administrator has shied away from ordering equipment because he knew he could not provide it all, and felt that it was “all or none”; so, the department got the “none.”

This situation is particularly perilous when a beginning teacher views the equipment in his first classroom with eyes accustomed to the equipment available in his college laboratory. The

college or university—with accounting, statistical work, business education, secretarial training, and distributive work—will have, and sometimes simply *must* have, more and better equipment than can be expected in the typical high school.

The difference between the needs and facilities of a college and a high school does not condone nor justify the lack of equipment in the high school; but it does mean that your perspective must be right—you must determine what *you* need for *your* program in *your* school, to serve *your* students.

■ 2. Measure Your Minimums—

A number of lists of machines for secretarial- and office-practice courses have been published in magazines and yearbooks. During the past two years BUSINESS EDUCATION WORLD has reported the equipment provided in new schools, in its “Modern Planning for Business Training” series. The 1948 *American Business Education Yearbook* (Volume V: “Physical Layout, Equipment, and Supplies for Business Education”) provides lists of types of machines that are essential.

But the minimum you need in your school will probably not come out of a book. Your needs depend on the size of your school, the type of community, the objectives of your school's business curriculum, the physical facilities available, and the types of businesses you find in your community.

Analysis of recommendation lists may indicate, however, some consensus of what you need as minimum equipment. These are the writer's findings:

- *Typewriters* are basic; you *must* have some. How many? That depends on the class enrollment. For secretarial practice, one typewriter for each five pupils will work out well. If your school has no electric typewriters in the typing rooms, then you must have at least one in your secretarial-practice laboratory.

- *Tables* are much cheaper than desks and will usually work just as well. Do try hard, though, for one above-the-minimum-list secretarial desk and chair, so your students can learn desk house-keeping.

- *Posture chairs* should be considered a *must*, one for each typewriter.

- *Copyholders* can be simple ones, the kind you make yourself. But do get at least one direct-view copyholder (like a Line-a-Time, for example), so that your students know how to take advantage of its features.

- *Demonstration stand*—one is enough; one is essential. (As a last resort, you can always make one of your own.)

- An *interval timer* is not absolutely essential in secretarial practice; but, oh! is it useful. If your course does include dictation, you will of course need a stop watch or sweep-hand watch.

- *Supply cabinet*, obviously.

- *Stencil duplicator*, obviously.

- *Spirit duplicator*, obviously.

- An *illuminated drawing board* (like the Mimeoscope), some lettering

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guides, styli, and shading screens, of course.

• **Calculators** are an essential tool in the office; they are in the office-training course, too. You should have at least one full-bank adding machine, at least one ten-key adding machine, and at least one rotary calculator.

• **Transcribing equipment** has an important role to play in your program. Having at least one transcribing unit, with training records, is a barest minimum requirement.

• **Other standard classroom items** must not be overlooked when compiling your list—a stapler, a staple remover, a pencil sharpener, bulletin boards, chalkboards, wastebaskets, and your own desk and chair.

The foregoing is a minimum list for even the smallest school. (And when you begin to justify the items, note that most of them are useful in other business courses, too, and can be made available to them.)

The question of "How many of each machine?" is not easy to answer—the amount of money makes a difference, obviously; and so do other factors. Here is a helpful formula, however: $H \times S \div P = \text{number of machines you need}$, in which the letters stand for:

Letter	Factor	Example
H	Hours of instruction needed on the machine, as	10
$\times S$	Number of students to be trained (largest class)	$\times 20$
		200
$\div P$	Number of practice periods (for machines) in course	$\div 50$
No.	Number machines needed for instruction on the type	4

Suppose, for example, you wish to offer instruction in the ten-key adding machine and plan to use a training unit that takes 10 periods. If you have 20 students, you must provide for 200 periods of ten-key adding-machine training. If your semester is only 75 periods long, however, and if your program calls for machine practice in 50 of those periods (with other activities during the other 25 periods), you find that you will need 4 machines in order for each student to get his 10 periods' practice on the ten-key machine.

■ 3. Sell Your Administrator—

It is not nearly so difficult to convince a school administrator of your equipment needs as most teachers think. The administrator is proud of "his" school. He wants the best possible for it. He does not pretend to know all the needs of the business-training department; he assumes, and justifiably so, that the members of that department will tell him what they need and will give him the ammunition he needs

to have at hand when he presents the request to higher authorities for approval. He's waiting for your request.

The administrator is rarely in a position to snap his fingers and say yes, you can have all you ask for. There are financial limitations on his spending; there is competition for his budgeted dollars—other departments want equipment, too. Experienced administrators, rightly or wrongly, sometimes "automatically" say no the first time, for they believe that teachers sometimes ask for new teaching aids on impulse, in a moment of enthusiasm for a new idea; these administrators simply wait to see whether the teacher really wants the equipment badly enough to come back and ask for it a second time. Which brings to mind the classic, so-true poem:

I do not like complaining,
And I love to live in peace;
But the wheel that does the squeaking
Is the one that gets the grease.*

To sell anything, you have to have facts that sell. These are the ones that are convincing:

• **A community survey** (which you make) shows that certain kinds of equipment are widely used in the offices of local employers. Your graduates are at a disadvantage because your school has not taught them to use such equipment. Such instruction (to the degree of skill needed in those offices) is feasible, if you can have the equipment. You are not asking for every machine that is being used locally—just for those that are very commonly used and for which instructional material is available.

• **A comparative study** (which you make) of the equipment available in your school and in other schools indicates that either (a) your leadership is being challenged, or (b) your program is comparatively deficient.

• **Contemporary literature** (which you analyze) in business education points up the trend toward having more and better-equipped courses of the kind you have or wish to initiate. Give many quotations from magazines, yearbooks, theses, summer-school lectures.

• **Fellow teachers** (whose co-operation you solicit) are supporting your plea for equipment. The guidance and placement personnel see new opportunity for the boys and girls who are trained on such equipment. The faculty curriculum committee sees a need that can be filled by a properly equipped course. Business teachers concur in the request, and they point out that busi-

* Worth citing also, however, is another poem with a more cautious tone:
I don't like to work with nothing,
And I want my share of loot;
But the cat that keeps on yowling
Is the puss that gets the boot!

nessmen are requesting the training involved.

Since there is competition for the money, it is wise to get your colleagues in on the planning and asking.

• **Here are the actual figures** (which you compile) that indicate how much is needed for the equipment. Tell any administrator that you need anything, and his comment is sure to be, "How much will it cost?" Have the figures ready, listed formally, complete with indication of school discount, trade-in values, purchase-versus-rental, service, and addresses of distributors.

• **Here are the per-trainee figures** (which you work out in table form) for this equipment. To illustrate: to ask for \$100,000 for equipment would be disastrous in most schools; but, if the \$100,000 is explained in terms of its units—the equipment will serve for 10 years (thus, \$10,000 a year), and will help 500 students each year (thus, \$20 a student, or about 10 cents each a day)—the sum does not seem so much.

You can sometimes salvage a request by showing the savings in teaching time. Suppose that your school, like many small ones, has 15 typewriters and 90 students—6 small classes a day. You ask for 15 more machines, like this:

Cost of 15 more typewriters at school price of \$135	\$2,025
Trade-in allowance of each, \$70, after three years	-1,050
Actual cost for 3 years	\$ 975
Actual cost each year	325

Now, with 30 typewriters, you need teach only 3 classes, to handle the 90 pupils, instead of 6 classes. For \$325, you save 50 per cent of your teaching load. Assuming a \$3,000 salary, this means a saving of \$1,500 as a result of an investment of \$325—a net savings of \$1,175, and an opportunity to teach either more students who want to take typewriting or other new courses.

■ 4. Don't Give Up—

If your administrator is unconvinced or says he is helpless, budgetwise, don't give up. Indeed, it is rare that a first request gets far. Administrators are aware that teachers are just out of college, just back from a convention, just back from summer school—full of new ideas, some that are sound and some that are not. He may be giving you a cooling-off period. But, whether he is or not, don't give up. You are far from the end of your resources.

• **Fund-raising projects** may be an answer. Coke-vending machines, candy sales, club projects, milk sales, white- elephant sales, box socials, carnivals, magazine sales, seed sales, newspaper sales, Christmas card sales, movies,

(Continued on page 30)

Take a Picture (Statistical) of Your Graduating Class

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YOU PROBABLY are not much concerned with how a class graduating from a New York City high school feels and thinks and works and looks. But, taking a statistical picture of such a class proved so revealing to us that we cannot help but suggest that you would find a similar study most valuable in your school. Not difficult to do, the effort is well justified.

We discovered that our graduates made better than average grades. They were a hair's breadth above average in I.Q. They liked their subjects. They had an age span greater than we expected. They knew what jobs they wanted, and the number that had jobs lined up was a real surprise to us—and a matter of no inconsiderable pride. They had, by and large, a practical and realistic outlook on life, on themselves, and on the future.

■ School Performance—

Last June there were 160 students of the commercial course in the graduating class at the all-girl Julia Richman High School. It was their picture we took and are discussing here.

• *First of all*, we dug into the girls' permanent record cards. We computed the average grade each girl had made in all the five-times-a-week subjects she had taken in her four years in senior high school. We found:

Average	Number	Per Cent
95	0	.00
90	6	3.72
85	20	12.40
80	43	26.66
75	55	34.10
70	30	18.60
65	6	3.72

The average grade of those 160 girls was 79.01. No "dumping ground" class.

• *Secondly*, we computed all the shorthand grades made by any of these girls for as much shorthand as they may have taken—including the grades of girls who dropped the subject:

Average	Number	Per Cent
95	7	4.34
90	24	14.88
85	25	15.50
80	20	12.40
75	25	15.50
70	26	16.12
65	27	16.74
60	6	3.72

The average grade for the 160 girls was 79.10—just a shade better than their all-school average mark.

• *Thirdly*, we recorded the intelligence quotients for the girls. We found we had no geniuses, few dullards:

I.Q.	Number	Per Cent
120	3	1.86
115	6	3.72
110	12	7.44
105	24	14.88
100	38	23.56
95	49	30.38
90	21	13.02
85	5	3.10
80	2	1.24

The average I.Q. was 100.79, slightly above the general average of the population but somewhat under the average for high school graduates. Still, clearly not a group of "slow learners."

• *Fourthly*, we computed the number of "service points" each girl had earned for her extracurricular activities:

Points	Number	Per Cent
60	1	.62
50	7	4.34
40	5	3.10
30	15	9.30
20	37	22.94
10	29	17.98
1-9	66	40.92

The group average for extracurricular points was a disappointing 17.2 points. Not many of the girls were "leaders;" construe the term as you will.

• *Finally*, in this connection, we did the obvious next step: we calculated the correlations among the four factors to determine whether there were any significant relationships. We found:

Factor 1	Factor 2	(r)
School average and shorthand		.79
School average and I.Q.		.22
School average and service points		.39
Shorthand and I.Q.		.31
Shorthand and service points		.22
I.Q. and service points		.26

■ Implications of the Correlations—

How much correlation is necessary for one to put confidence in it? A generally accepted scale for evaluating coefficients of correlation is that of Guilford, who suggests:¹

Under .20Slight, almost negligible relationship
.20-.40Low correlation; definite, but small relationship
.40-.70Moderate correlation; substantial relationship
.70-.90High correlation; marked relationship
.90-1.00Very high correlation; very dependable relationship

By Guilford's scale, all six of the correlations have some degree of credence that is, in each case the correlation is high enough to indicate that some relationship between the two factors does exist. And in one case, that of the relation of shorthand grades to all-school average, the correlation of .79 is "high" and indicates a "marked relationship." As a further test, we measured the "significance" statistically, and found that there is a very great probability that a "real" relationship does exist in each case.

But the true significance of our findings lies in the interpretation that we, the picture-takers, made of our subjects.

• *We were alarmed* to note that 39 per cent of the extracurricular points had been won by only 15 per cent of our 160 girls. Now we know that we must motivate all our commercial girls to participate in those activities.

• *We were surprised* to note that the relationship between I.Q. and success in shorthand (.31) was so low. Who says that intelligence is the important thing in shorthand? The figure of .31, incidentally, is substantiated by another study that the writer made:² He obtained the correlation between intelligence and first-year shorthand students; it was .36, and it included both successful and unsuccessful students. We con-

¹J. P. Guilford, *Fundamental Statistics in Psychology and Education* (New York: McGraw-Hill Book Company, 1950), Table D, page 610.

²Samuel P. G. Altman, *Achievement in Shorthand Learning*, unpublished doctoral dissertation, New York University, 1952.

clude that intelligence is a factor, of course, in shorthand success—but it is only *one* factor, not the determinant one.

• *We noted with interest* the one coefficient of correlation that was truly high—the .79 of school marks and shorthand marks. Apparently a good instrument we have at hand is the student's grade record—though this would be hindsight rather than foresight.

• *In summary*, we felt that our study of pupils' permanent record cards was most worth while. Do *you* know, concerning the business students in *your* school:

1. Whether they are average in intelligence and therefore whether or not you must "soften" instruction?
2. Whether they are getting their full share of school activities, or whether you must spur them on?
3. Whether your students make better or poorer grades in other studies?
4. Whether you must apologize for the poor "quality" of your students, or expect more achievement of them?

■ Attitudes toward School Subjects—

Our next step was to investigate students' attitude toward school studies, thinking that in their attitude we might find clues to their school performance.

So, we administered the "Scale for Measuring Attitude Toward Any School Subject" (Purdue Research Foundation, Form A of test by Ella B. Silance), adapting it to our purpose—we did not ask students to identify themselves or cite their age. This test consists of 45 statements, the answers to which are converted on an attitude scale. The attitude scale ranges from 0.6 (very negative) to 10.3 (very affirmative).

We had students indicate their attitudes in five subjects. Results:

Subject	Scale Score
English	8.2
Shorthand	8.0
Bookkeeping	7.6
History	6.7
Science	6.4

All subjects averaged on the affirmative portion of the scale. It should not be, nor was it, surprising to find our students like their business courses—though a reassuring point of information for the faculty.

We were especially pleased to note the high acceptance of English, which is so important to business students.

Attitudes, admittedly, are transitory and depend moment by moment upon the relationships of teachers and students. Certainly, a high rapport existed between students and faculty at the time the attitude test was given.

How do *your* students feel toward their business studies? Are *you* in rapport with *your* students? Our picture-taking gave us the answers for our school situation.

■ Personal Data Inventory—

To get a round-up view of personal information and personal plans, we asked the girls to fill out a detailed 3-page questionnaire; 151 of the 160 girls responded. We learned:

• *About Age.* The average age of the graduating group was 17 years, 8 months. The range was from 16 years, 1 month to 19 years, 9 months. That was a variation of 3 years, 8 months, from the youngest to eldest—a surprising (to us) and significant discovery. We must never consider it our duty to form all students into an identical mold. We must allow for personal variation.

• *About Physique.* Our girls averaged 5 feet, 4.2 inches in height; the range is from 5 feet even to 5 feet, 10 inches. Their weight averaged 122.6 pounds, with a range from 94 to 170 pounds, by students' estimates. It is very easy to describe a "typical high school girl," so easy that teachers are often prone to overlook the problems of the very short, very tall, very thin, or very heavy girl.

• *About Job Aspirations.* When we asked our girls a month before graduation what kinds of jobs they hoped to obtain, they told us:

Stenographer	98	Lab technician	1
Bookkeeper	27	(Going to college)	1
Clerk-Typist	19	Airline clerk	1
File Clerk	2	Bank teller	1
Comptometrist	1	Medical assistant	1
Sales clerk	1	Undecided	11

That 78 per cent of the girls were planning to do stenographic and/or bookkeeping work is an indication of the high state of motivation that has persisted throughout their training. If we include the other office occupations, the percentage is even higher.

• *To Work, How Soon?* Of the 151 in this part of the survey, 100 reported that they planned to work as soon as school was out. Forty-six planned to wait until September; five omitted an answer. There is a touch of irresponsibility, or of juvenility, in the "wait until September" group, it would appear.

• *Big Firm, Small Firm.* Judging from the girls' response to "What kind of situation will you look for?"—

Large corporation office	72
Small corporation office	53
Civil Service office	13
One-girl office	8
Laboratory	2
Undecided	4

—our seniors' field trips to offices have not covered enough variety. The proportion above is far from a parallel of employment opportunity.

• *Have a Job?* Interesting enough, even in May (when the questionnaire was filled out, a month before graduation) nearly a third of the students had jobs lined up: 48 of the 151. In

part, however, this high percentage was due to an experiment that we had conducted the preceding weeks. We had permitted the girls in two of our secretarial-practice classes to seek employment before graduation; and many of the 48 were from these two classes. Many girls were already working part time—Saturdays and/or after school.

• *Anticipated Salaries.* The girls already employed for after-graduation jobs reported salaries ranging from \$33 to \$50 a week (along with such supplements as health insurance, life insurance coverage, free lunches, etc.). In general, however, the unemployed girls had loftier expectations, averaging \$43.30 a week:

Expected Salary	Number
\$35-39	2
40-44	86
45-49	23
50-54	3
55-59	1

Thirty-six girls didn't know what to expect. Apparently these students did not know how to ascribe actual values to work performance.

■ Other Data and Summary—

There is a great deal more that we learned about our students, but a recital merely fills in more details of the picture—

- 42 unemployed had "started looking."
- Banking, insurance, and radio-television ranked highest, industry-wide.
- 50 hope to continue school some day.
- Most expect to "save" a quarter of their weekly salary—such optimism!
- 43 were saving for marriage.
- 3.8 times, average at movies a month.
- 2.1 times, average at theater a year.
- 9.9 average hours of TV a week.
- 5.0 average hours of reading a week.
- 45 have after-school jobs of some kind.

But the point is that *we have the picture* of our students. Think how valuable this information will be to us in redesigning our courses of study, in developing new resource experiences for and with and from our students, in pacing our courses, in giving personal counseling to our undergraduates!

Do *you* know whether your students have realistic views of salaries and offices and job qualifications? Do *you* know how much competition the homework assignment must meet? Do *you* know how many of your students start to work and line up jobs before they graduate?

When one realizes the full potential of the information that can be gleaned about students, he is staggered at the realization that many schools and many faculties operate year in and year out with only the vaguest notions of students' lives and thoughts. It is inexcusable to conduct any school in negligent ignorance. The facts are there for the taking.

The authors speak in terms of distributive classes, but their counsel applies to all:

How to Get Good Class Discussion

ARE YOU really a *good* discussion leader? Do your students discuss things freely, intelligently, and to the point? Or is discussion something that gets nowhere in your class, wastes time, profits little? Because discussion is a very valuable teaching technique, let's consider its use and phases.

■ What IS Good Discussion?—

To start with, discussion is *not* recitation. The two are often confused; there is a difference.

- *Discussion* refers to the thoughtful talking over of a situation, topic, problem, or idea. It involves a central point of reference. It may, for example, deal with analysis of differing viewpoints, as store versus customer, or salesperson versus customer, or cause versus effect; again, it may deal with analysis of other factors, such as cost, efficiency, services, and so on. Discussion develops the ability to see the relation of one thing to another and to evaluate experience.

- *Recitation*, on the other hand, is repeating from memory. It may be the retelling of what a student has read in a textbook or has experienced. It involves little original thinking on his part. It does indicate to what extent he has been exposed or has exposed himself to information or a situation, and how well he can recall what he has learned.

- *But recitation* cannot be considered discussion without further examination and evaluation and thinking-through of what has been recalled. Many teachers think that having boys and girls tell of their experiences is conducting discussion; it is not. Telling experiences can provide the basis and material for good discussion—but good discussion does not begin until there is analysis, evaluation, interpretation, or connection of the experience with the topic.

■ What Is GOOD Discussion?—

Class discussions can be evaluated in many ways. The two common criteria are the *quality* and *quantity* of contributions by the participants.

- *Quality* concerns the worthwhileness of the ideas presented. Letting a lot of students "sound off" is not conducting a discussion; contributions must

be germane to the topic. The manner in which ideas are presented are an important aspect of quality. Bickering, overemotionalism, stubbornness, personalization of the argument, straying from the point of consideration—all these militate against worthwhileness in discussion.

There must be interest, yes; and forceful expression; but the students are not having a *discussion* unless they approach the topic dispassionately and objectively and unless they accept the possibility that the other persons' points of view may have merit, too.

- *Quantity* is important. As long as contributions are good ones, by and large the more discussion the better, and the more people taking part in the discussion the better. In fact, the very term *class discussion* implies that the whole group is participating. It likewise stipulates that no one or two students are permitted to monopolize the floor.

When a discussion gets lively, it is easy to be misled into thinking that all members are participating, whereas only a few of the more vocal members may be doing all the talking. This aspect is worth watching; if you have any doubts, have a class secretary check off on a seating chart the source of each contribution—you'll know at a glance, then, who is doing the discussing.

■ Some Aids to Good Discussion—

1. *Physical Conditions.* Room arrangement will have much to do with the success of your discussions. You are fortunate if your classroom permits some kind of informal round-table arrangement in which members are face to face. When this is not feasible, special attention should be given to seeing that students speak audibly and clearly.

The time of day has much to do with the liveliness of discussion. It may take considerable effort to get a good discussion started before or after a lunch period or, as in the case of adult classes, after a long, hard day.

The time in the class meeting is important, too. It is wise to start discussion early in the class period, before students become accustomed to sitting back and listening. Besides, if you delay getting started, you may find—as so often happens, unhappily!—that the discussion has just "gotten up steam" when the period ends.

2. *Starting Discussion.* The most common device for stimulating discussion is a series of questions or statements, either given orally or distributed, for the group to follow. These should be of the *why, what, when, how* variety, to encourage pondering; they should not be answerable by a simple *yes* or *no*.

Case reports and experience reports often serve as a springboard to discussion. Shopping reports, for example, afford challenging material for discussion. Problem situations observed in stores do likewise.

Many skilled instructors use visual aids, such as charts, posters, mimeographed materials, and exhibits, to provide excellent concrete material for discussion. Follow-up lessons—after field trips, interviews, films, class demonstrations, talks by visitors, and so on—can well give rise to fine discussion provoked by what the group has recently seen or heard. Indeed, much of the value of those experiences lies in the discussions by which they are appraised and interpreted.

Reading assignments, of course, provide topics for provocative discussion. So do survey reports, summaries of investigations, synopses of readings whenever you can.

The "buzz session" is a comparatively new technique for sparking general discussion. A group-dynamics instrument, the "buzz session" consists of assigning questions to small groups for discussion in conferences, after which the results or outcome of each conference are presented to the group at large for further discussion.

Use of a panel is another springboard to general discussion. A small group highlights the topic by agreeing on what they agree and disagree on; then the points of disagreement are discussed by the panel, after which any remaining

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AM I A GOOD DISCUSSION LEADER?

Ask yourself the following questions after the next discussion that you lead. From 100 per cent, subtract 5 for each "no" you must admit.

1. Did I begin the meeting on time?
2. Did I end it on time?
3. Did I make sure that everyone could hear all the time?
4. Did I make sure that everyone could see all the time?
5. Did I have a good topic for the discussion?
6. Did I have a carefully planned guide or outline to follow for the discussion?
7. Did I follow the guide?
8. Did I start the discussion in some interesting way, so that the topic "caught fire" at once?
9. Did I sustain the interest of everyone in the discussion?
10. Did I, myself, speak clearly and forcefully?
11. Did I really get "discussion" instead of heat or opinion?
12. Did the discussion actually "get somewhere"?
13. Did I draw virtually everyone into the discussion?
14. Was I successful in keeping the discussion to the topic?
15. Did I keep the discussion from being monopolized by anyone?
16. Did I turn criticisms into constructive contributions?
17. Did I have a good summary at the end of the discussion?
18. Did I have a follow-up activity ready to suggest?
19. Did I treat the discussion as something important?
20. Did I check up on the results of the discussion?

—Adapted from "How to Handle Departmental Meetings," issued by the Research Bureau for Retail Training at the University of Pittsburgh.

points of disagreement are discussed by the audience at large.

3. *Handling Discussion.* Before any discussion begins, it is imperative to "state the rules"—tell the audience, the students, exactly what is expected of them. Explain that each student is expected to participate. Emphasize the importance of quality, of worthwhileness, in the contributions. Warn against monopolizing the conversation and against personalizing the discussion. It is often important, when conducting a discussion among co-operative workers, to caution them not to name actual store names.

It is wise, in conducting a smooth-running, getting-somewhere discussion, to call on individuals by name. Encourage silent members by asking them something you are sure they know or by making some comment about things you know they have done. If necessary, corner such students out of class and urge them to take a more active part in class discussions; similarly, if necessary, corner the too-outspoken students and ask them to give some of the other students a chance — be firm, though pleasant.

Keeping a check list of contributors is a wise step, whether the tally be in the form of a seating chart or merely a roll of the class, because it not only provides the instructor with the factual information as to who is talking and who is not but also gives him concrete evidence to use in counseling students about their participation.

Every contribution should be acknowledged some way—a nod, a comment, a thank-you, a do-you-agree?, a *something*. When necessary, restate and reword the contribution, for clarity's sake.

Another device: call for a specific number of contributions—"Let's have six statements, now"—to pass the ball of conversation quickly and to let each contributor know that someone else is to speak, also. It is easy to return to any contribution, then, for elaboration (a good device to re-stimulate discussion).

Hold students to the central theme of discussion; catch the drifting conversation and bring it back to the topic—and quickly. Here is where having a list or outline of points to be considered is handy; a wayward contribution can be "held" until the appropriate item in the list is reached. The list should not be rigid, needless to say; nor should any truly vital point of interest be dropped hastily.

The wise discussion leader makes a point to summarize, "Now, let's see what we've decided," from time to time throughout the discussion. This, too, is a good device for blocking off blind alleys and getting back to the topic. At

the end of any discussion, of course, a complete summary is in order.

• *Evaluating Discussion.* Remembering that there are two instructional concerns in any classroom discussion—the development of the topic discussed and the development of the ability to discuss topics correctly—it is wise, now and then, to pause for an evaluation of the use of discussion *per se*.

The teacher or discussion leader will want to evaluate his performance—"Am I doing all I can to stimulate worthwhile discussion?" "Am I getting everyone to participate?" "Is this discussion really worth while?" "As a discussion, was this one friendly and constructive?"

Similarly, the students should be encouraged once in a while to take a serious view of their own performance as participants. A common device to improve participation is to rotate the discussion chairmanship; rare is the student who is not a co-operative contributor to discussion after he has *worked* as a discussion leader himself.

■ In Conclusion, Then—

While there may be some question as to the importance and appropriateness of class recitations, there is none about the importance and appropriateness—particularly in distributive education subjects—of class discussion.

Class discussion is so important that every teacher should strive sincerely to become a truly *expert* discussion leader—one who knows how to create an appropriate environment for a discussion, stimulate interest and participation, sustain and direct the discussion so that it "gets somewhere," and evaluate the discussion both in terms of the topic it concerned and the personalities who participated. Are *you* a good discussion leader?

The foregoing concludes the series of articles by Doctor Kneeland and Miss Bernard, especially written for BEW as a service to D.E. instructors. The series included the following:

November, 1952: "Activity Analysis"—analyzing the co-ordinator's schedule.

January, 1953: "Shopping Surveys"—how to use them as learning aids.

February, 1953: "Student Activities in Distributive Education"—including a check list of projects for students.

April, 1953: "Committee Work in D.E."—how to set up and use committees.

June, 1953: "Use Objective 'Tests' to Stimulate Good Discussion"—how to use quizzes to spur discussion.

September, 1953: "How to Use the D.E. Training Profile"—a plan for obtaining evidence on the effectiveness of your (or anyone else's) instruction.

January, 1954: "How to Get Good Class Discussion."

Clerical-Practice Typing

(Continued from page 12)

10. *Typing from Oral or Mental Stimuli.* A few students will be required to typewrite from direct dictation; they must typewrite from oral stimuli. Others will compose answers to routine letters or compose answers to questions appearing on forms; these students will have to learn to typewrite from mental stimuli.

11. *Integration.* The skills of organizing, planning, assembling, classifying, checking, typing, and proofreading must be integrated. The clerk-typist must have a mental picture of his completed copy before he types it. As we have observed previously, checking the copy against information in the files and proofreading it as the work progresses are important skills. Therefore, we should provide many opportunities for the integration of all these skills.

12. *Adjusting to the Task.* Students should know the capacity and features of their typewriters so well that they know how—and when—to adjust the machine or their own operative techniques to the work at hand. They should know that typing a stencil on a manual machine requires a different "touch" and that electric machines have adjustments for carbon packs of different thicknesses.

13. *Electric Typewriters.* A great deal of development has taken place in electric typewriting. Every clerical-practice student should have experience not only in the basic operation of an electric typewriter and the full utilization of its unique features (the repeat carriage return on the electric Remington, for example, introduces a new idea for envelope chain feeding) but also in using the electric in those typing activities for which it is exceptionally well adapted, such as the typing of masters, of stencils, and of multiple carbon copies.

■ Conclusion—

The typing in clerical practice is not just more instruction in basic typing; it is not the same as advanced, or second-year, typing. The typing in clerical practice is intensive training in the performance of the kind of typing duties, with the related periphery skills of compilation, classification, verification, and so on, which are really performed by employed clerk-typists.

The nature of those duties in general is well known; they are summarized in the preceding 13-point enumeration. The duties specifically important in your own business community can and should be ascertained by a clerical-typing performance survey, and then they should be worked into the clerk-typist instructional unit in your program of clerical practice.

Quoting Doctor Gregg

LOUIS A. LESLIE

Author, *Methods of Teaching Shorthand*

THE YOUNG STUDENT will attain a better knowledge of the practical application of the rules and greater skill in the execution of the forms by actually writing and reading a great variety of words in which the rule is applied than he will from oral explanations of it. [1924] . . . When the learner's mind is stocked with mental pictures of the various combinations through reading shorthand, he will not think of writing them otherwise. It is only when he is trying to construct words . . . without having a mental picture of how shorthand forms are really written that he gropes blindly. . . . Stock his mind with enough pictures of the shorthand forms, and this blind groping will disappear and rule-teaching will be rendered unnecessary [1935]. . . .



Louis Leslie

One great obstacle to the attainment of high speed is the placing of too much emphasis on minor points of theory. . . . The thing to do is to keep the students so busy writing and reading that they will not waste time on things that are of no real importance [1939].

■ Readin', Writin', and No Recitin'—

The message of the three quotations from the writings of John Robert Gregg is clear and plain. Some knowledge of their background makes them at once more interesting and, if possible, even clearer and plainer in their message.

In the first (1888) edition of Gregg Shorthand, there are no rules for joining characters; all the practice matter is given in shorthand. Those who have read previous quotations here are not surprised; Doctor Gregg did not believe in rules or recitation for shorthand learners.

The 1924 quotation appears in the preface of a book called *The Q's and A's of Shorthand Theory*. The book contained explanations of many minor points about the rules of Gregg shorthand. The teachers of that time were accustomed to teaching other shorthand systems, in which these technicalities were necessary, and they insisted on having the same font of information about Gregg shorthand. Doctor Gregg reluctantly provided the material—but with a warning in the preface that the teachers should not pass these technical explanations on to the learners! To this writer, that warning seems all the more emphatic because it occurs in a book of explanations of shorthand rules.

■ Doctor Gregg Consistently Decried Teaching the Rules—

The 1935 quotation is especially interesting because, although it was written by Doctor Gregg, it appeared over the signature of this writer in a book called *The Teaching of Gregg Shorthand by the Functional Method*. When the book was in manuscript form, Doctor Gregg was kind enough to read the manuscript personally. He made many minor changes—a word or a phrase here and there. When he came to this writer's attempt to give the substance of the 1935 quotation above, he struck out a whole page of the writer's typescript and, in the margins, wrote in shorthand two paragraphs, the gist of which appears above. Those familiar with his writing style will immediately recognize the quotation as his.

Compare this 1935 quotation with his 1893 statement about the mental side of shorthand writing and with his 1917 statement about the value of reading shorthand—consistency over a period of 42 years!

It is also interesting to compare the quotations given above to see how closely the 1924 quotation resembles that of 1939, which appeared in the *Twelfth Yearbook* of the Eastern Commercial Teachers Association. The "writing and reading" theme of both quotations was a favorite one with the shorthand inventor. This writer heard him on many occasions talk extemporaneously on the teaching of shorthand. Almost without exception, he would stress the point made in those statements—that the sure sign of a good teacher is that his pupils are kept "so busy writing and reading that they will not waste time on things that are of no real importance."

Distributive Education

SAMUEL W. CAPLAN

Temple University
Philadelphia, Pennsylvania

ALTHOUGH Congress has granted Distributive Education only the same amount of funds as it received last year, there has been a great deal of progress made by this service. We can list the following: (1) Mrs. Oveta Culp Hobby, Secretary, Department of Health, Education, and Welfare, announced that she did not consider D.E. expendable, nor did she sanction the sort of inequitable treatment it has been accorded by Congress in recent years. (2) The House of Representatives voted full acceptance of D.E. and full restoration of funds. This was the first time this happened in three years. (3) Members of both the House and Senate rose magnificently in its defense, once they had become acquainted with its benefits.

It can be seen that with the knowledge of what D.E. is and what it does, it is gaining full backing in Washington. The Senate was determined not to grant any additional funds for any purpose. Otherwise, D.E. would have been restored to the full amount it had received formerly. At present, trade association officials are working with our professional organizations to get D.E. back on a sound financial footing. The great amount of help that Distributive Education and Vocational Education received from the American Vocational Association and Dr. M. D. Mobley, Executive Secretary, American Vocational Association, is greatly appreciated.

■ The Changing American Market—

This informative article, which is the first of a series, appeared in the August, 1953, issue of *Fortune* magazine. Requests for reprints have deluged the circulation department, but a limited amount of free copies is available. Write to *Fortune's* Bureau of Special Services, Time & Life Building, Rockefeller Center, New York 20, New York.

■ Research Studies—

Two excellent studies have been made recently on Distributive Education by men actively engaged in this work. Special abstracts of the dissertation studies have been mimeographed and distributed. Write to William Boyd Logan, Department of Education, Ohio State University, Columbus, Ohio, for the abstract, "Criteria for Evaluating a State-Wide In-School Distributive Education Program"; and to William B. Runge, State Teacher-Trainer for Distributive Education, University of New Mexico, Albuquerque, New Mexico, for the abstract, "Practices in Secondary School Co-operative Work Experience Programs for the Distributive Occupations."

■ Booklet—

• *Wholesaling as a Career* is a folder that has been prepared to outline the advantages of joining one of America's great wholesale companies—McKesson & Robbins, Inc. The pamphlet's value lies in its description of the organizational setup of a large wholesaling firm; the education, experience, and personal characteristics required for promotion; and the training opportunities presented by such companies. Free copies are available from Mr. D. Hastie, Training Co-ordinator, McKesson & Robbins, Inc., 155 East 44 Street, New York 17, New York.

■ National Sales Executives, Inc.—

This powerful organization is now making its services available to distributive education personnel. Write to Mr. George J. Vinson, Educational Director, National Sales Executives, Inc., 136 East 57 Street, New York 22, New York, for the following:

• *NSE Publications and Reprints.* This is a practical list of selected NSE publications and articles. These materials can be ordered at the "member's price" by any distributive education co-ordinator or instructor.

• *The regular monthly digest* of information for sales executives, which will be mailed without charge on submission of your name to Mr. Vinson.



Samuel Caplan

How to Get Equipment

(Continued from page 24)

dances, rummage sales, card parties, baked-good sales, souvenirs, commissions on advertising in a school paper or football program, sale of football programs, second-hand book sales, mimeographed booklets, equipment shows—each of these has been used by many a school to raise funds for school needs.

• Community groups may help you.

In my first year of teaching, I watched the new band leader sell the PTA on the need for \$2,500 worth of uniforms and base horns. I watched the shop teacher sell the local Board of Trade on \$1,000 worth of shop tools. I went back to the 1915 model typewriter in my classroom and started making plans for my moving in on such groups.

Local business groups, organized as advisory councils, will sponsor many projects to raise funds for school needs. Lions, Rotary, Chambers of Commerce, women's professional organizations, PTA's—all these are interested in better schools and will help raise funds for equipment.

• *Equipment dealers* have seen your same problem solved in hundreds of other schools. Their salesmen will provide you not only with the facts about their machines' use in the community but with dozens of ideas used in other schools.

These representatives, incidentally, can help you in another practical way: to give demonstrations to your students (with the administrator present, preferably), perhaps to leave a machine for your students to use for a while, even to participating in a "business machines show" in your school gym.

• *Business employers* will often "go to bat" for you by calling on the administrator and reinforcing your request. Many are kind enough to be willing to lend you equipment when you are getting started, or to permit your students to come to their offices for on-the-spot training.

• *Rental of equipment* is sometimes the final solution. As pointed out in BEW last October, you can rent (for example) a transcribing machine for \$8-\$10 a month; and you can give a lot of pupils a lot of practice on such a machine in a month if you work out an economic pupil-rotation plan for it.

■ A Final Summary—

Yes, lack of equipment is a major problem in teaching secretarial and office practice. But the lack is due to the fact that the need for it has not been sold to the administrator on the basis of factual data, or else the techniques of getting the equipment via routes other than the school budget have not been fully utilized.

Now You Can Buy Dictation on the Road



The "Travel Talk"

■ Now You Can Buy Dictation—

Newest coin-vending machine is the "travel talk" booth recently developed by a Man With an Idea (John Schumacher, of Akron) and now being installed in hotels, airports, railroad stations, and similar crossroads of traveling businessmen.

You step into a soundproof booth and drop a quarter in a slot. Out comes a Dictabelt (Dictaphone Company) and a mailing envelope. You, the traveling businessman, slip the belt on the Dictaphone that is in the booth and talk away for your 15 minutes' worth of belt time. Then you put the belt in the envelope and mail it—your report or your dictated follow-up correspondence—to your home office; or your special advanced chat with your next customer, perhaps.

When the belt reaches its destination, a transcriber goes to work on your recording. If the addressee doesn't have a Dictaphone transcribing unit, the public stenographer at the nearest hotel with a "travel talk" booth will do the transcribing.

"The modern traveling executive not only travels with a bulging briefcase," says the president of Travel Talk, Inc., "but his head also bulges with ideas that he must get to paper quickly and efficiently. It's our feeling that Travel Talk fills a definite need."

First users at the initial Cleveland experimental installation dictated letters, reports, on-the-spot memos, notes to customers, and conference plans.—Donald Brice, Dictaphone Corporation, New York 17.

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado

LABOR PROBLEMS, labor relations, and labor itself have long been of great interest to students of economics. Business teachers will be particularly interested in four books that have been published recently in these areas.

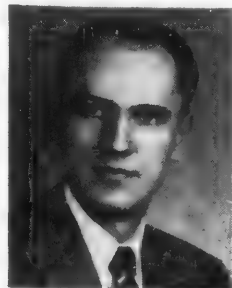
- *Sidney Hillman, Statesman of American Labor* (\$5.00, Doubleday & Company, Inc., Garden City, New York, 701 pp.) was written by Matthew Josephson, whose most popular of many books to date has been *The Robber Barons*. This is the biography of a man who was one of the most creative of modern labor leaders. It is the story of a Russian-Jewish immigrant who came to America in 1907 at the age of 20 and became the labor leader who did so much to help create what he himself used to call "a better life" or a "larger life" for his fellow human beings. He was one of the most controversial men of the Thirties and was often referred to as the ally and friend of Franklin D. Roosevelt.

Sidney Hillman believed in political action by organized labor. His efforts have been profoundly felt in the United States, but only a few of Mr. Hillman's closest associates knew his thoughts. During the New Deal perhaps no man, other than F.D.R., was as slandered and libeled as was Hillman. Matthew Josephson has done an excellent job of presenting the facts as they existed.

- *House of Labor* (\$5.75, Prentice-Hall, Inc., New York City 11, 555 pp.) developed from a study initiated several years ago by the Inter-Union Institute, Inc. It was written by forty-nine contributors and edited by J. B. S. Hardman and Maurice F. Neufeld. The aims of this symposium are two-fold: (1) "To acquaint persons outside organized labor with the 'inside' of the fifteen-million-strong American labor movement, its performance, and motivation"; and (2) "To present to the participants in union activities an over-all view of their group activities in the promotion of union objectives."

The book is divided into eight parts: The American Labor Movement; Unions and Political Activity; Union Communication, Publicity, Public Relations; Union Research and Engineering; Welfare, Health, and Community Service; Union Administration; Union Education Activity; and The Union Staff—Function and Aim.

- *Comparative Labor Movements* (\$6.50, Prentice-Hall, Inc., New York City 11, 597 pp.) is a comparative study of labor movements written by seven contributors with widely varying backgrounds living on different continents. The organization and editing, by Walter Galenson, bring these writings into logical relationship. The emphasis is on comparative analysis, but theory is also given adequate consideration.



Kenneth J. Hansen

The labor movements of Great Britain, Scandinavia, Australia, Germany, France, Italy, and Russia are discussed. The following lines of inquiry have been pursued: (1) The circumstances under which trade unionism first took root in all countries as a result of industrialization; (2) a promising area for further study in trade-union structure and organization; (3) the method of comparative quantitative analysis when considering the trade-union function in its relation to collective bargaining and industrial disputes; (4) the factors that determine labor-union ideology receiving but little attention in spite of their obvious importance; and (5) the future of trade unionism in Western society.

- *Prentice-Hall Labor Course*; 1954 Edition, edited by Dale Yoder (\$7.75, Prentice-Hall, Inc., 70 Fifth Avenue, New York City 11), provides a detailed analysis of the laws and regulations affecting labor relations. It also covers such nonlegal matters as the negotiation of union contracts and the arbitration of labor disputes. This loose-leaf presentation of labor-relations information is well indexed and has an efficient table of the cases that appear in the labor course.

WHAT "THEY" SAY



ABOUT STENOGRAPH

High School Teachers:

"Every visitor to the class remarked about the unusual confidence, interest and enthusiasm of the students—a result of their ease of learning and continuous achievement.

"Particularly noticed was the speed with which the students read back everything they wrote."—Gilbert Kahn, Stenograph teacher and Chairman of Business Department at East side Commercial & Technical High School, Newark, New Jersey.

"We are doing fine with Stenograph! I love it! The kids love it! It's exciting!"—Sam Boyar, Stenograph teacher at West Side High School, Newark, New Jersey.

Employers:

"As you know, we have constant need for court reporters and we are now using all Stenograph machines."—North Carolina Industrial Commission.

"We prefer to hire Stenograph secretaries whenever they are available because we've found them above average in accuracy and efficiency."—Kenneth Reick, Office Manager, Standard Steel Cabinet Company, Chicago, Illinois.

Want to Investigate the
Stenograph for your School?

STENOGRAPHIC MACHINES, INC.

318 S. Michigan Ave., Box 22M
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Gentlemen: Please send information about the Stenograph and tell me how to introduce it into our curriculum.

Name

School

Address

City State

Teaching Aids

JANE F. WHITE

Georgia State College for Women
Milledgeville, Georgia

NOW THAT we're in the age of "Teaching through Tapes," be sure you have these booklets in your files: A copy of Louis A. Leslie's *Tape Recording—A New and Basic Teaching Aid in Business Education*, which is available from the Minnesota Mining and Manufacturing Company, St. Paul 6, Minnesota, and a handbook explaining the use and operation of tape-recording machines, also available from the same company. The Ampro Corporation, 2835 N. Western Avenue, Chicago 18, Illinois, will send (at no charge) *Teaching with Tape Recorders*. If you want to receive *Audio Record*—a magazine on visual aids—free, just send a post card or letter to Audio Devices, Inc., 444 Madison Avenue, New York 22, New York. The August-September, 1952, issue was devoted to a directory of tape recorders.

■ For Those Interested in Teacher-Training—

You As a *Business Teacher* has been prepared by four business teachers under the supervision of Dr. Estelle L. Popham. It is a project of the Alpha Chapter of Delta Pi Epsilon, and it is excellent! To have copies available for high school and college students interested in the business teaching profession, write to the Business Machines and Supplies Research Division, Remington Rand Inc., 315 Fourth Avenue, New York 10, New York.

■ Zippo Bar-Charts—

These motivation charts are especially designed for commercial teachers and may be used in typewriting, bookkeeping, shorthand, general business—there is one for every purpose! Making the bars is like magic! ZIP—and the bar is made! There is no ruling, no ink, no crayon, no paste, no tape, no drudgery, no delay; and the cost is nominal. Motivations Charts, Inc., Jewell, Iowa, has a special envelope explaining the use of these aids—write now!

■ Teaching Aids That Teach Insurance—

Each school year, the Institute of Life Insurance revises its educational materials on life insurance and money management. Their many aids (some of them free) are described in a twelve-page, illustrated catalog. The wall charts (in color) are 15 cents each. Be sure your name is on the mailing list. Address: Institute of Life Insurance, Educational Division, 488 Madison Avenue, New York 22, New York.

■ Typewriting Visual Aids—

For a full set of attractive, eye-catching typewriting visual aids, the Ohio Typewriter Service, 3759 N. Berkley, Cincinnati 36, Ohio, has a set of ten separate posters for \$2.00. They make a nice border across the top of my blackboard and have attracted much attention!

■ GLAMOUR'S Job Posters—

Don't delay in placing your order for *Glamour's* job materials. Their four posters sell for fifty cents each. One, "You're Applying for a Job," fits into my job-finding unit perfectly. Then there's "Grooming on the Job," and two more—on job hunting.

• The posters measure approximately 30 inches by 40 inches and are in black and white. *Glamour* will also place you on a list to receive reprints of their articles. Why not write for a complete listing of their many aids? Send your requests to Job Department, *Glamour*, 420 Lexington Avenue, New York 17, New York.

■ For Release from IBM—

If you want your name on the IBM mailing list, write to Mr. J. B. Donnelly, International Business Machines Corporation, 590 Madison Avenue, New York 22, New York. You'll receive pamphlets, brochures, and reprints from their articles in various professional magazines. Just recently, two booklets, *How to Make a Perfect Impression* and *Three Keys to Quality*, came to my desk. And don't forget the 20-minute, 16mm full-color sound movie, "Electric Typing Time," featuring Stella Pujanas.



Jane F. White



Suppose she meets the ELECTRIC typewriter for the first time on her first job?

As you well know, *key stroking* is different on electric typewriters, and it requires about 10 periods of instruction before the neophyte is familiar with it.

Suppose a pupil met the electric typewriter for the first time on her first job! Of course, you give that instruction in the classroom.

But consider this, too. Teaching will be easier on the *Royal Electric*. Why? The student does not need to spend time becoming familiar with controls and keyboard changes.

This is due to identical placement of keys and carriage controls as on the Royal Standard. She can concentrate on the matter in hand—mastery

of the subtly different, thrilling electric touch.

Royal Electrics are made by the world's largest manufacturer of typewriters . . . by people who make nothing *but* typewriters . . . by craftsmen with concentrated typewriter know-how.

Surely you will want to consider teaching on Royal Electrics.

**For free classroom or office demonstration,
fill out coupon today.**

**Royal Typewriter Co., Inc.
School Dept., New York, N. Y.**

Please have a School Representative arrange for a demonstration of the Royal Electric Typewriter without obligation.

Name _____

School _____

City _____ State _____

ROYAL®

STANDARD • ELECTRIC • PORTABLE
Roytype Typewriter Supplies

Winning a contest is a happy day, but the days that follow are often . . .

DOG DAYS

MARGARET SUBLETTE

Master Tommy H. Winwood, Jr.
980 Laurel Terrace
Benton, Illinois

Dear Master Winwood:¹ Congratulations! You're the winner of the first prize in our recently completed nationwide contest for boys and girls² under fifteen years of age. Your entry of 549 Munch-Crunch Cereal box tops was the largest³ entry received. We assume that you gathered the box tops not only in your own home but also from friends and neighbors,⁴ which was absolutely all right and within the rules of the contest.

As you know, your prize is a pedigree⁵ Scotch collie, eighteen months old. He will be sent to you, fully prepaid, from the Bonnydale Kennels, Lomond Park,⁶ Indiana, and should reach you in less than a week from now.

This dog (registered with the American Kennel Club)⁷ is named Bonnydale Banks o' Clyde, and is accustomed to being called "Banks" for short. We understand that Banks is a⁸ particularly beautiful collie, with a golden-brown coat shading off into white, brown ears, and white legs. He⁹ is described as gentle, affectionate, intelligent, and playful—he sounds like an ideal companion for¹⁰ you!

Congratulations again, Master Tommy, and our best wishes for happy days ahead for you and Banks.¹¹

Sincerely yours,

ROBERT MALCOLM
Contest Director
Munch-Crunch Cereal Corporation

Mr. Robert Malcolm
Munch-Crunch Cereal Corporation
Indianapolis, Indiana

Dear Mr. Malcolm: Tommy's prize, Bonnydale¹³ Banks o' Clyde arrived in

good condition several days ago, though looking a little subdued by the train¹⁴ trip. However, he is beginning to perk up, to our great relief, and is starting to take an interest in¹⁵ his surroundings. I like a spirited dog myself—one with a lot of life and sparkle about him, and even¹⁶ a little mischief. Banks was so quiet at first that I was worried; but I think he is going to be all right¹⁷ now.

Let me say, also, that my wife and I are as delighted with this dog as our son is. We never have owned¹⁸ a dog before, and we are just beginning to find out all that we have been missing. There is nothing like a dog¹⁹ to pep up a family, and we are looking forward to great times with Banks.

With thanks from all of us,
T. H. WINWOOD,²⁰ SR.

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Mr. Winwood: We²¹ have been neighbors for several years now, and I have never had any fault to find with you. But now it is²² different! That awful dog of yours tore down two all-wool blankets from the line in my back yard yesterday and absolutely²³ ruined them. Things have certainly come to a pretty pass when a lady can't hang out blankets to air in²⁴ her own back yard with any peace of mind!

Mr. Winwood, I ask you, do you know what blankets cost these days? It's true²⁵ I had had these for some years, but they were perfectly all right—

just as good as new—and now they are in ribbons!²⁶

In as much as they were not brand-new, however, I feel that a check for \$20 will cover the damage—that²⁷ is, if I receive the check immediately.

Furiously yours,

MRS. WILLIAM ASBURY

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Dear Mr. Winwood: I understand that you are²⁸ the owner of that horrible animal who almost slaughtered my pedigree silver Persian yesterday.

I³⁰ demand that, as the owner of this dog, you pay for such wickedness immediately! Not that mere money can³¹ ever soothe my darling Fifi's wounds, but a check for \$30 would ease our grief just a little and help pay³² the doctor bill.

Indignantly yours,

(MISS) MARTHA HESTER WARD

Mr. T. H. Winwood, Sr.
980 Laurel³³ Terrace
Benton, Illinois

Sir: Do you have an idea how much time and trouble and money it takes to³⁴ produce a bed of prize-winning black tulips? And can you realize how it feels to have such a bed completely³⁵ ruined right before your eyes?

Well, Mr. Winwood, that's what happened in my yard yesterday, when that overgrown dog³⁶ of yours dug up practically every bulb in the bed! I just watched from the window, perfectly helpless because³⁷ my husband is away from home, and I'm afraid of dogs.

Mr. Winwood, that dog of yours is a

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictating. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; etc.

neighborhood³⁸ menace. If you are determined to keep him, I do think you owe it to the neighbors to keep him behind a good,³⁹ high fence.

As for my bulbs, a check for \$50 will cover the damage—they were rare bulbs imported from Holland.⁴⁰ But you can't compensate me for losing the Garden Club award this spring!

Wrathfully yours,

MRS. T. RICHARD⁴¹ JAMES

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Dear Sir: Following your recent⁴² inquiry, we have made an estimate on the cost of fencing your lot, 100 feet on each side, with six-⁴³foot steel-link fencing. We can furnish and install such fencing, using steel posts and including two matching lawn gates,⁴⁴ for \$315. This is absolutely the lowest price we can make on this job.

Just drop us a⁴⁵ line if you decide to go ahead with it; we can promise a thoroughly satisfactory installation.⁴⁶

Very truly yours,

W. Q. MASON
Manager
Bil-Tite Construction Company

Mr. Robert Malcolm⁴⁷
Munch-Crunch Cereal Corporation
Indianapolis, Indiana

Dear Mr. Malcolm: That prize dog your⁴⁸ company awarded my son has proved to be a distinct liability. It's true that the dog represented⁴⁹ no cash outlay on my part in the beginning, but the miscellaneous upkeep of this animal since⁵⁰ that time has been more of a financial strain than my bank account can stand.

I know it is asking a good bit of⁵¹ you, but could you possibly help me out to this extent: I would like to ship the dog back to the Bonnydale Kennels⁵² (all charges prepaid). When and if you hear from the kennel that they have received the dog in good condition, no⁵³ doubt they will refund to your company the money you paid them for the dog. If the kennel agrees to this⁵⁴ proposition, could you then simply award the money (or part of it) to my son as his prize?

I have not explained⁵⁵ this to Tommy yet, but I know I can work it out all right. I am planning to use the money to get him a⁵⁶ bicycle. All boys like bicycles; and it stands to reason that, with a new bicycle, he won't miss the dog.

If⁵⁷ you can see your way clear to co-operating with me in this matter, I will be much obliged.

Very truly⁵⁸ yours,

T. H. WINWOOD, SR.

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Dear⁵⁹ Mr. Winwood: The request in your recent letter was surprising to say the least. I hope you realize that⁶⁰ the Munch-Crunch Cereal Corporation has no legal obligation to help you out just because you are having⁶¹ trouble with the dog. We awarded the promised prize in good faith and certainly never expected to hear⁶² any more about it.

However, after thinking the matter over, I did write to the Bonnydale Kennels,⁶³ outlining your proposition, and they have agreed to refund the money to us as soon as they receive the⁶⁴ dog in good condition. You may therefore ship him at once to them. When we receive the money (\$65)⁶⁵ from them, we will issue a check for same to you.

Very truly yours,

ROBERT MALCOLM
Contest Director
Munch-Crunch⁶⁶ Cereal Corporation

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Dear⁶⁷ Mr. Winwood: Enclosed please find our check in the amount of \$65, the entire amount refunded⁶⁸ to us by the Bonnydale Kennels after they recently received Bonnydale Banks in good condition.

I think⁶⁹ I should also make it clear that your endorsement of this check ends our connection with this affair. We are in no⁷⁰ position to keep rearranging prizes.

Very truly yours,

ROBERT MALCOLM
Contest Director
Munch-Crunch⁷¹ Cereal Corporation

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois

Dear Mr.⁷² Winwood: This is to acknowledge receipt of your personal check for \$66.75⁷³ for one boy's bicycle, delivered to your home.

Thanks for the business, and I certainly hope Master Tommy likes⁷⁴ his new bicycle.

Yours truly,

JOHN V. SMITHSON
Smith Hardware Company
Benton, Illinois

Manager
Bonnydale⁷⁵ Kennels
Lomond Park, Indiana

Dear Sir: Do you still have in your possession the collie called Bonnydale⁷⁶ Banks o' Clyde? I recently returned this

animal to you, but it now develops that I shall have to have him⁷⁷ back.

In the event you have this dog, please ship him to me at once. If you have since sold him, please ship me another⁷⁸ collie as much like Banks as possible.

I am enclosing my check for \$70, assuming that it⁷⁹ will pay for the dog, plus shipping charges. However, if you feel you should have more, I shouldn't mind going a little⁸⁰ higher. After all, money isn't everything, and a man has to have peace in his own house.

Very truly⁸¹ yours,

T. H. WINWOOD, SR.

Mr. T. H. Winwood, Sr.
980 Laurel Terrace
Benton, Illinois⁸²

Dear Mr. Winwood: Yes, we still had Bonnydale Banks when we received your letter, and we have today shipped him to⁸³ you. Your check was sufficient to cover all charges. We do feel, however, that it is unsettling to a highly⁸⁴ bred dog's nervous system to be bandied about in this way. He needs to feel secure and wanted. We hope, therefore,⁸⁵ that you'll try to keep Banks now.

Just exercise a little patience with him.

Very truly yours,

JAMES GLEN
Manager⁸⁶
Bonnydale Kennels

Mr. W. Q. Mason, Manager
Bil-Tite Construction Company
Benton,⁸⁷ Illinois

Dear Mr. Mason: We have decided to go ahead with the fencing of our property and would like⁸⁸ your company to do the job. You will recall that only a few weeks ago you quoted me a price of⁸⁹ \$315, complete.

This quotation is most satisfactory to us. If you can start the work this⁹⁰ Saturday, we shall certainly appreciate it. After all, a boy and his dog should have a nice, big, fenced-in⁹¹ yard to play in, and we intend to see that ours has.

Cordially yours,

T. H. WINWOOD, SR.

Classified Section⁹²
Benton News-Herald
Benton, Illinois

Gentlemen: Please insert this ad in your next issue to run three consecutive⁹³ days, and bill me accordingly:

"For Sale: One boy's bicycle, recently purchased. Used only one week. Will⁹⁴ sacrifice for quick sale. Apply T. H. Winwood, Sr., 980 Laurel Terrace, Benton."

T. H. WINWOOD, SR. (1900)

One Big, Happy Family!

MARION FLOOD FRENCH

HAPPY IS THE OFFICE that does not have "troublesome ones" in it, but happier still is the office staff that has¹ learned to cope with them. And cope you can.

You know them—those "troublesome ones," I mean. They come in assorted ages, sizes,² and shapes. But one thing they have in common—they thrive on being contrary.

There's Gossipy Gertie and Bubbling³ Betty, harmless enough in themselves but still good for a few nerve-jangling days. And then there's the Individualist,⁴ who can be counted on to snarl up any group plans being made, and the Old Guard, who used to run the office⁵ and thinks she still does. Trickiest of all, however, is the gal who seems to be the Boss's Pet.

The Ever Late,⁶ the Leave Early, and the Tale Bearer we needn't worry about. They are signing their own "notice of dismissal"⁷ every time they linger, leave, or "snitch." No business management can afford them. But the others, alas, are still⁸ with us. Seldom are they with us all at one time, however; so count your blessings and make with some strategy!

■ Before⁹ you clamp down too harshly on the gigglers and gossipers, who are sometimes amusing but who usually¹⁰ grind at the end of the day, you might face this sobering thought: Gossipers can't gossip when there is no one to listen.¹¹ Gigglers seldom giggle alone. This type of "troublesome" is usually young. In all probability¹² this is their first office family. In all probability you were here first. What kind of office did they step¹³ into? What kind of office atmosphere do you really want? Severe and formal, or gay and friendly? You¹⁴ really hold the pitch pipe, you know, even more than your supervisor; for *you* are the office. It is possible¹⁵ to find happy office harmony if you work for it.

The Individualist is easy to find. Plan a¹⁶ group gift, and she wishes to contribute on her own. Set a quota, and the amount is too high. In dealing with¹⁷ this "troublesome," follow one important rule—be scrupulously fair. The usual, "We're getting up a collection,¹⁸ do you want to contribute?" is just the material the Individualist is waiting for. "Who is¹⁹ we?" is the usual rejoinder.

■ And you're off!

Discuss all projected plans, not with a committee of three but²⁰ with all. And, as a further precaution, include the Individualist on the selection committee. Suggest²¹ it, anyway. If she refuses, she hasn't a grumble to stand on when the ultimate choice is made—at²² least not a justifiable one.

Always remember, however, that you are still young and can afford to be²³ generous. In truth, if you are not, she really *will* be ruling the office in, to her, the most satisfying²⁴ way—by spreading irritation and gloom. Train yourself to smile at and ignore her bursts of temper. Don't permit²⁵ yourself to argue. You know what the boss wants. Concentrate upon that. After all, the fact that she is still employed²⁶ is promise that you will receive the same kindly treatment when you get on in years. Meanwhile, bear in mind how she appears²⁷ to others. It should be fair warning of what might happen to you if you let yourself go when you feel like throwing²⁸ things or catch yourself saying, "We've always done it this way!"

■ But you're on the tightrope when it comes to dealing with²⁹ the girl who *seems to be* the boss's pet. You don't dare say anything; your words might be repeated. You don't dare "look"³⁰ anything; someone might see the look. If you are overfriendly, you are associated with her. If you are³¹ cold, you are being petty. However, more often

than not, those words "seems to be" are more accurate than you³² realize. Let's not leap to conclusions. Maybe "pet" only reminds the boss of himself when he was young—eager and³³ naïve. Perhaps—and, ouch, how *this* does hurt—her work is more satisfactory, a shade more efficient, her interest³⁴ more evident than yours. Maybe she doesn't sulk at overtime, or hesitate to tackle a project unasked.³⁵ Study her silently and resolve to improve yourself.

In fact, improving yourself is really the answer³⁶ to handling all the "troublesomes." If you speak your mind, you've made an enemy. If you allow impatience and³⁷ intolerance to creep into your thoughts, you are lowering your own personality rating. In a very³⁸ short while, you'll be marking yourself as immature as any of those you are coping with. That is not good business³⁹ sense. Your career cannot afford it.

■ Your office is a family. It can be "one big, happy family" if⁴⁰ you treat each person with the same spirit of forbearance and friendliness you use with those with whom you live at home.⁴¹ The framework is different, but the time element, if nothing else, is greater. You not only owe it to your⁴² boss to cope with the "troublesomes," you owe it to yourself! (850)

The Test

CECIL G. PUGMIRE

LEARNING the hard way isn't much fun, and it isn't necessary. Fortunately, we can profit from the mistakes¹ of others, avoiding similar pitfalls of our own. That's one good reason to listen to hard-luck stories;² and here is one that, sadly enough, is true.

I entered the Civil Service Examination room with a spirit³ of timidity, hoping I was capable of passing the test. That was my first mistake—I could only⁴ hope. I should have practiced beforehand; I should have tested myself so that I could have been sure of what I could do.⁵ This knowledge would have given me confidence.

After the preliminaries, our examiner signaled "Go!" and⁶ I leaped into the race. I heard someone throw his carriage before I threw mine. Because this annoyed me, I pushed myself⁷ harder, consequently striking the wrong key. This worried me. I struck another wrong key, which worried me still⁸ more. My thoughts were only, "Hurry, hurry!" and it was this hurrying that



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PENCIL COMPANY, INC., NEWARK 3, N. J.

proved disastrous. It resulted in one⁹ of the keys sticking. Worse, when I frantically tried to return it to position, the head came off in my fingers.¹⁰ Slipping from my grasp, it rolled out of sight beneath a nearby desk. I raced to the examiner and gasped out¹¹ my ill luck. He assigned me another typewriter; but, by now, I was so nervous and panic-stricken that the¹² paper I inserted was crooked. Worried that I had lost valuable time, I pushed myself harder. Trouble¹³ again—this press for time caused four keys to stick; and, try as I might, my shaking fingers could not separate them.

Like¹⁴ a flustered hen roused from her nest, I sought help from the examiner. With the new machine, my hands were shaking¹⁵ so badly I could

neither strike the right keys nor concentrate on my copy. I had muddled through several lines¹⁶ when the examiner called, "Stop!"

■ I collapsed in my seat, feeling like the one-hoss shay of literary fame. I¹⁷ knew I had not passed the test—and I had no one to blame but myself.

I am sure there is something to be gained by¹⁸ my experience, with an even wider application than to typing tests. Before any test, any¹⁹ interview, any chance to prove yourself, know what you can do. Certainly it is wise to practice, and equally wise²⁰ to keep firmly in mind your capabilities and your weaknesses. Then, when it comes to a test, you can be²¹ confident of success. For—remember—it is not how fast the race is run, but how well. (435)

Flash Reading*

Carl Sandburg—Poet and Biographer

ELSIE LEFFINGWELL

CARL SANDBURG, a talented American writer and poet, was born in Galesburg, Illinois, of Swedish¹ immigrant parents. Galesburg was in the heart of the Lincoln country, and fellows who "used to know Abe Lincoln" were² exceedingly interesting to Carl. He was fond of reading and read many books from the public library and³ from the library of the YMCA.

After he was graduated from high school, Carl (he preferred to be⁴ called "Charlie") worked at odd jobs, all of which seemed to him to be dead-end. He was nineteen and restless.

Finally he⁵ decided to head west. He hopped railroad freights and saw Peoria, Kansas City, Nebraska City, Omaha,⁶ Denver, and Pikes Peak—all together, he traveled a thousand miles. He came home with fifteen dollars—a different⁷ person. Carl had met and made his way among strangers. He was confident that he could win for himself a measure⁸ of success. Reading was still an important part of his life.

Then came the blowing up of the battleship Maine⁹ and the Spanish-American War, the first war in which the United States sent troops on ocean transports to fight¹⁰ on foreign soil.

Carl decided to be a soldier. He was gone five months and saw service in Puerto Rico. He¹¹ came home to a hero's welcome and an offer of free tuition for a year at Lombard College in Galesburg.¹² There he completed his education. For two years, he was secretary to the mayor of Milwaukee, and¹³ then he began to work on newspapers and magazines.

Most of Sandburg's writings are about the country around¹⁴ Illinois, and a number are about Abraham Lincoln. His *Abraham Lincoln: the Prairie Years* and *Abraham¹⁵ Lincoln: the War Years* are among the best-known.

■ Sandburg's poetry is well represented by this short poem¹⁶ called *Fog*:

"The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and, then,¹⁷ moves on."

Always the Young Strangers is Mr. Sandburg's current book. It is the story of his life as a child and¹⁸ a youth in Galesburg. In this book, Carl Sandburg expresses his faith in an America that always has a welcome¹⁹ for the "young strangers" who come to her shores. (388)

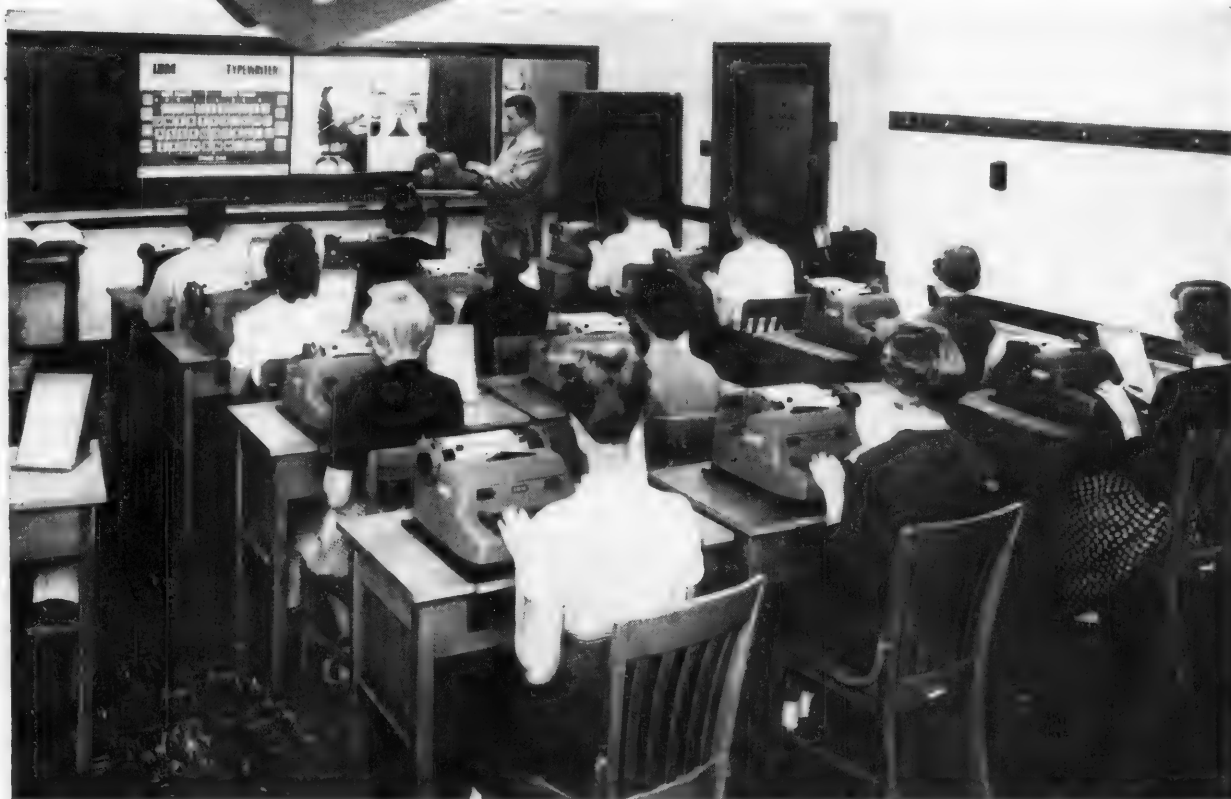
*Vocabulary includes Chapters Nine and Ten of Gregg Shorthand Simplified.

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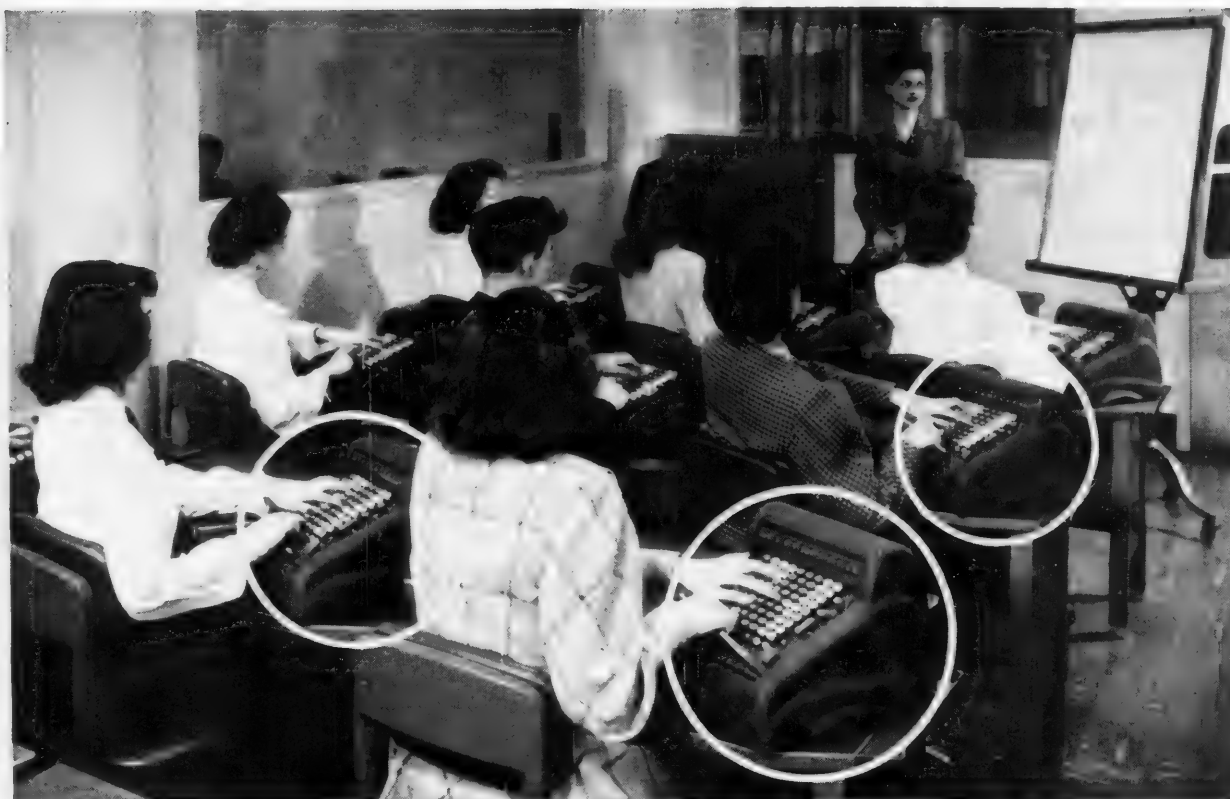
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■ Doctorates Recently Reported—

• **Harrison J. Cameron, Jr.**, Doctor of Education, Pennsylvania State University, August, 1953. Thesis: *A Survey of Opinions of the Secondary School Business Teachers of Texas Relative to Their Undergraduate Professional Education*. Major advisor: Dr. James Gemmell. Doctor Cameron is assistant professor of business education and secretarial administration at Texas Technological College (Lubbock, Texas). He earned his bachelor's degree at the Bloomsburg (Pa.) State Teachers College, his Ed.M. at Penn State. He taught in Maryland and Pennsylvania high schools prior to joining the Texas Tech staff in 1951.

• **Philip S. Gross**, Doctor of Philosophy, New York University, October, 1953. Thesis: *Comparative Study of Two Methods of Learning the Keyboard in the Study of Touch Typewriting*. Major advisor: Dr. Herbert A. Tonne. Doctor Gross is the inventor of the "Tuch-Rite Plan" for mastering keyboard reaches by the use of a fingering board instead of the typewriter.

• **Carl H. Cummings**, Doctor of Education, Northwestern University, August, 1953. Thesis: *The Nature of Business English*. Major advisor: Dr. Russell Cansler. Doctor Cummings, after three years' association with Dr. Albert C. Fries at Northwestern University, joined Doctor Fries at the University of Southern California last September. Doctor Cummings had previously taught at the University of Texas and at Southern Methodist University. At USC he is assistant professor of office administration and business education.

• **Miss Allien R. Russon**, Doctor of Education, at UCLA, in August. Thesis:



Allien R. Russon . . . now Ed.D., UCLA

The Prediction of Scholastic Achievement of Business Education Majors at the College Level. Major advisor: Dr. Sam J. Wanous. Doctor Russon has taught in both public and private business schools in Utah; she received her bachelor's and master's degrees from the University of Utah, where she is now a member of the secretarial-training staff.

• **Jessie C. Gustafson**, Doctor of Education, in June, at UCLA. Thesis: *A Critical Study of the Content of and Implications for a Junior College Course in Personal Finance*. Major advisor: Dr. Sam J. Wanous. Doctor Gustafson received both her bachelor's and master's degrees from USC. She has been a secretary, professional researcher, and an instructor at Fullerton Junior College; she is now on the business education staff at Los Angeles State College. Doctor Gustafson is national secretary



Jessie C. Gustafson . . . now Ed.D., UCLA

of Theta Alpha Delta (national business education fraternity) and vice-president of the Los Angeles section of the California BEA.

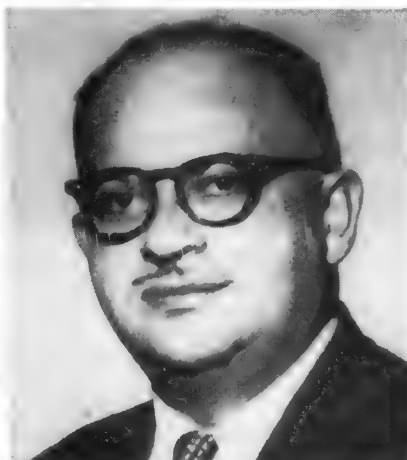
■ New and Recent Appointments—

• **Dr. Kenneth Wilson** is new head of the Division of Business (departments: accounting, general business, business education, secretarial, Bureau of Business Research, and food distribution) at Michigan State College. His appointment is a promotion from his departmental chair as head of MSC's unique Curriculum in Food Distribution, which he has filled since 1950; he is succeeded there by Dr. Edward A. Brand. The former acting head of the division, Prof. E. A. Gee, continues as head of the Department of Accounting.

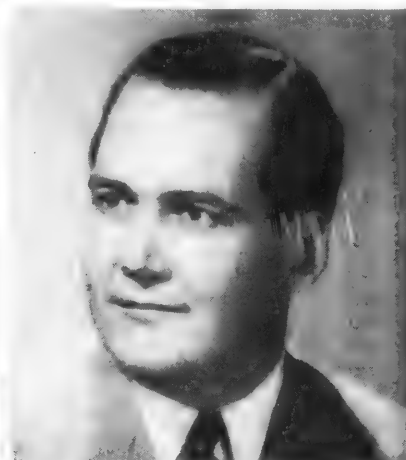
• **Dr. J. Frank Dame**, relieved of his extra duties as Acting Dean at Florida State University by the ap-



Harrison J. Cameron . . . now Ed.D., Penn State



Philip S. Gross . . . now Ph.D., NYU



Carl H. Cummings . . . now Ed.D., Northwestern

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pointment of Dr. Charles A. Rovetta as Dean, is giving full time to his department of business education, in which these changes: Mrs. Dorothy Binger is now teaching in the University demonstration high school; and Calvin C. Miller (A.B. and Ed.M., Penn State) is a new instructor.

• Dr. Arnold C. Condon, at the College of Commerce of the University of Illinois, has become head of the new Business Education Department, which emerged from a reorganization of the former Department of Business Organization and Operation. Other department heads: E. R. Dillavou, business law; M. J. Mandeville, management; P. D. Converse, marketing; and C. A. Moyer, accountancy. Additions to Doctor Condon's staff: Arthur Allee, formerly at the University of Iowa; and Floyd Crank, Northwestern doctoral candidate.

■ Lives, Private and Professional—

• Dean T. Lawrence Davis, of the College of Practical Arts and Letters at Boston University, died suddenly on October 16. Associated with the University for the past thirty-eight years, he founded the PAL division in 1919 and served as its dean until his death. More than 6,000 graduates had received their diplomas from him.

• John Leslie Goddard is an instructor at the Los Angeles Metropolitan Junior College; he has been teaching such courses as "Legal Procedures for Legal Secretaries" and business law. Until recently he was also a deputy in

the U. S. attorney's office in Los Angeles; but now he has been appointed a commissioner to the Superior Court, where he will hear domestic-relations cases as a quasi-judicial officer. His appointment is nonpolitical and permanent. But he keeps on at Metropolitan, Tuesday and Thursday nights. He has an L.L.B. from USC.

• John G. Leach, vice-president of Goldey-Beacom School of Business, has had a unique and distinguished honor bestowed on him: the Delaware State Board of Education has named a new school for crippled children "The John G. Leach School for Handicapped Children." Speaking for the Board members, State Superintendent George R. Miller said the name suggestion came from the Board itself, "in tribute to a man who has given more time and effort for the advancement of handicapped children than any man I know."

• Dr. Lloyd Morey is acting president of the University of Illinois; he is also a 1905 graduate of the Gem City Business College, where the records show that he graduated with an average grade of 96.3 per cent and a final grade of 99 per cent in accounting. He started work at the University as a bookkeeper in its business office, took advantage of the opportunity for degree work, and became comptroller of the University in 1917.

• George A. Meadows recently celebrated thirty years' managership of the Meadows-Draughon School in Shreveport. Highest accolade: a 500-word



ALREADY HUSTLING for new members and already shaping up plans for next Easter's big convention of the Eastern Business Teachers Association—Boston: Hotel Statler, April 15-17—is the executive board: (seated) Exhibits Manager Ted LaMonte; Secretary Evelyn R. Kulp; President Bernard A. Shilt; Past President Helen Reynolds; Treasurer Pernin H. Q. Taylor; and (standing) Board Members Donald J. Post, A. Raymond Jackson, Helen J. Keily, and Earl F. Rock; and Program Director Bill Polishook. Missing from the picture are Vice-President Arthur C. Long, Membership Chairman LeRoy A. Brendel, and Publicity Chairman Joseph Gruber. The convention will be EBTA's 57th. Theme: "Business and Education Work Together."



THE FLORIDA BEA met in Orlando in October to hear addresses by Madeline S. Strony, take part in a radio program, hold a banquet, distribute a state-wide directory, and discuss classroom designs. Above, at reception: Vice-President Edna Long, President Della Rosenberg, Secretary Bessie Hiers, Mrs. Strony, Convention Chairman Frances Saunders, and Sergeant-at-Arms John Hudson.

editorial in the local *Shreveport Journal*.

• **Dr. Edwin G. Knepper**, after thirty years' service as department head, has retired from Bowling Green (Ohio) State University—but not to inactivity; he now has both teaching and administrative duties at the Davis Business College, in Toledo.

Doctor Knepper (his doctorate is one of the few in business education from Harvard University) came to the University in 1923, after serving a number of years as teacher and superintendent in county schools in northwestern Ohio, to establish the department of business education; he has been chairman ever since. He was also founder of the Ohio FBLA movement and is still supervisor of the state's FBLA clubs. He has written widely, is probably best known for his classic *History of Business Education*, which is an abridged version of his doctoral thesis.

• **Dr. Estelle Popham**, dean of the the Institute for Certifying Professional Secretaries and a member of the Hunter College (New York) staff, singularly honored; she was presented with the first "Wendy Warren Award to Women of Achievement" in a ceremony sponsored by *Today's Woman* magazine and the "Wendy Warren and the News" CBS radio program.

Miss Popham reports that more than 700 secretaries took the certification tests given by the Institute on October 16 and 17—as compared with 250 in 1951 and 500 in 1952.

• **Dr. Parker Liles**, Atlanta supervisor of business education, newly honored: the Atlanta chapter of NOMA gave him a Merit Award for his contributions to NOMA activities and his leadership for better business training in Atlanta.

• **George Gluck**, of Dodge Vocational High School, in New York, died in October. He had taught in New

York City schools for almost 35 years and had been a core member of the Gregg Shorthand Teachers Association throughout those years. Association's testimonial: "He was in every way an alert, young-in-spirit, and deeply loved member."

• **Dr. James Gemmell**, chairman of business education at Pennsylvania State University, promoted: from associate professor to full professor of economics and business education. Dr. Gemmell is author of *Business Organization and Management* (Gregg) and *Principles of Economics* (Heath), the latter a 1953 publication.

• **Mrs. Theodora Brown**, head of secretarial studies at the Stafford Hall School of Business (Summit, N. J.), a special accolade: cited as Teacher of the Year by the New Jersey Association of Schools of Business, "in recognition of her many years of educational work and its quality, her devotion to her students, and her interest in public and civic organizations." Sample accomplishments: a choir, playwright for churches, women's club leader—and superb teacher.

• **Byron Marshall**, whose appointment as department head at Edison Technical School, in Seattle, was announced here in November, died suddenly after a few weeks in his new position. His successor has not yet been selected.

■ More People and Presidents—

Mrs. Helen Lott, of Marion, Ohio, is new head of the Central Ohio BTA, elected by 231 in Columbus in October. . . . **Glen Collins** is new president of the Business Education section of the Utah Education Association, succeeding **Guy Hurst**, and assisted by **Opal Christensen**. . . . **Dr. Donald J. Tate**, of Texas Tech, was elected new president of the West Texas BTA at the October meeting in Amarillo.

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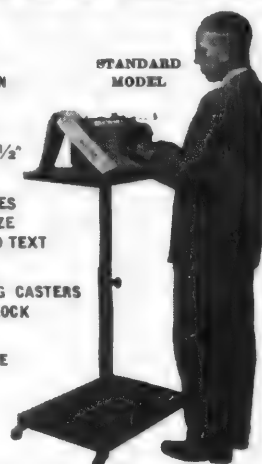
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Susanne Rook, of Erie's Lawrence Park HS, heads the Northwestern District of the Pennsylvania business teachers . . . and Mrs. Jessie Coxe does the same in midstate. . . . Harold Hudson, of the Stafford Hall School of Business (Summit, New Jersey), is the new president of the New Jersey Association of Schools of Business. . . .

Ernest A. May, of Riverside High in Milwaukee, is new president of the Wisconsin BEA; his associate officers: Florence Trakel, Marin Hauser, Lorrain Missling, Gaylord Aplin, Cecil Beede, and Ray Larson. . . . Paul Richards (Santa Monica JC) has been succeeded by Carol Ford (Pomona JC) as head of the Southern Section of the California BEA, at a meeting at the Carnation Company, in Los Angeles. . . .

Russell Wright (High School, Manchester, Conn.) is now president of the New England Business Educators Association (formerly, the New England High School Commercial Teachers' Association—the name was changed at last November's convention in Boston). Other NEBEA officers include Eleanor Tahaney, Anne K. Kirby, Margaret Hart, W. Ray Burke, and Stuart Dunbar; past-president is William T. Gibbs. . . .

Dr. William J. Masson (State University of Iowa) is new president of the Iowa BEA, elected at the state convention in November along with fellow officers Kathleen Parker and Paul Boysen. . . . At the Tri-State (Pennsylvania, Ohio, West Virginia) BEA convention in Pittsburgh in November, Alexander I. Hartman (Robert Morris

School of Business) was elected president; his associates: Leonard J. Liguori, Rose Marie Scavariel, Helen Widener, Tobias F. Santarelli, Frank Sanders, and Dr. Gedeon Charles. . . .

New head of the Southwest Private Commercial Schools Association is H. M. Butler (Wichita Falls: Draughton's BC); chairman of the teachers division, Mrs. Billie Brownell (Houston: Massey BC).

George Horton was elected at the late October state convention to head up the Business Education section of the state association; he's from Farmington High School. . . . Edward R. Grosser, chairman of the Kansas sectional BEA, is succeeded by Irene Tinkler, of Beloit High School. . . . Liston M. Fox, chairman of the East Tennessee BEA, is succeeded by Frank Tannewitz, of Science Hill High School, in Johnson City. . . . Hubert Bowers, of Martinsville, is president-elect of the Indianapolis section of the Indiana state BEA.

■ College Clippings, School Snaps—

- In Kansas, to render "the best possible service to business education in Kansas," the Emporia STC has begun publication of the *Business Education Newsletter*, with Gerald W. Maxwell as editor. A quarterly, for teachers only, and free.

- In Oklahoma, the Duncan Business College was completely wiped out when a fire destroyed half a block of downtown Duncan, in a million-dollar loss. The fire occurred on a Sunday; so, fortunately, there was no loss of life.

- In North Carolina, the King's Busi-



Theodora Brown . . . N.J. Teacher of the Year

ness College (Raleigh) has just acquired a new home, the "Reinlyn House," long a Raleigh landmark. It will be remodeled into "a beautiful school at the new site," says President Orville T. Smith.

- In Massachusetts, the Bennett Secretarial School (Springfield) also has moved to a new building: it's now at 18 Vernon Street.

- In New Jersey, the Bergen Junior College (since 1933; 500 students) has merged with Fairleigh Dickinson College (since 1941; almost 3,000 students), providing a 40-acre campus and 36 buildings. Schools and faculty are intact; Dr. Peter Sammartino continues as president of the new, enlarged Fairleigh Dickinson, while Dr. Walter Head, former Bergen president, becomes provost.

- In Pennsylvania, there's a new name for Pennsylvania State College: It's now Pennsylvania State University.

- In California, Mignon Montgomery headed the Dean's List at Metropolitan Junior College, with perfect grades. Odd-endum: she is a grandmother. On the same campus, 78-year-old Gertrude Saylor takes typing because it "keeps my fingers limber."

- In Missouri, the Business Education Department of the state teachers' association adopted a Constitution and is stepping out on its own, as an independent Missouri Business Teachers Association. First convention: March 20, in Columbia. President is Lois Fann, of North Kansas City High School; other officers: Dr. Charles E. Kauzlarich, Dale J. Blackwell, and Margaret Elam.

- In Ohio, the executive secretary of Delta Pi Epsilon, Dr. Charles Hicks, reported the score on memberships in the fraternity: as of October 1, total initiates were 3,399; of these, 468 are life members, 79 are honorary members, 28 are deceased, and 70 per cent of all initiates are active and in good standing.

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■ Professional Calendar—

• **December 28-30:** 56th annual convention of NBTA, in St. Louis, at the Hotel Jefferson, Hubert T. Barnes presiding. Theme: "Professional Development of Business Educators."

• **February 11-13:** annual convention of NABTTI, with Dr. Harry Huffman presiding and Dr. Donald J. Tate and Dorothy L. Travis designing the program. In Chicago, at the Conrad Hilton Hotel.

• **April 3:** Virginia BEA, at Natural Bridge.

• **April 15-17:** 57th annual convention of EBTA, in Boston, at the Hotel Statler, Bernard A. Shilt, presiding. Theme: "Business and Education Work Together."

• **April 21-22:** 9th annual convention of the Catholic BEA, at the Palmer House, Chicago. Theme: "Psychological Aspects of Job Promotion."

■ Accounts from Washington—

• **New U. S. Commissioner** of Education is Samuel Brownell, brother of Attorney-General Brownell. He succeeds the late Lee M. Thurston, brilliant Michigan educator, who died suddenly after two months in office.

• **Secretary of the Department** of Health, Education, and Welfare, Mrs. Oveta Culp Hobby plans (say Washington rumors) to resign her post and to run for the governorship of Texas. If she does resign, Nelson Rockefeller, her Undersecretary, is expected to get her Federal job.

■ Selden, New Pennsylvania Chief—

William H. Selden, Jr., has been appointed chief of Business Education for Pennsylvania. He succeeds Dr. John Haubert, who resigned the post to become superintendent of schools in the city of Franklin, Pennsylvania.

Mr. Selden is a resident of Berwick, Pennsylvania. He attended the Bloomsburg STC, graduating in January, 1943, with a B.S. in Business Education and becoming an instructor in Berwick High

School. More recently, he has taught in a Berwick junior high school, where he served also as assistant to the principal. His work in Berwick was interrupted by two years' military service and a half year as instructor at the special Air Force School at Penn State.

He was awarded his Ed.M. in August, 1949, by Pennsylvania State College, where he is now completing work for his doctorate. In his early thirties, Mr. Selden is the youngest man ever to hold the Pennsylvania supervisory post.

■ Baron Heads NYC Area CEA—

Newly elected president of the Com-

mercial Education Association of New York City and vicinity is **Harold Baron**, chairman of the accounting department in New York's Lafayette High School. As president, Mr. Baron heads the executive committee that co-ordinates the joint activities of the five separate associations that make up the CEA.

Presidents of the separate associations are: **Arnold Taub**, president of the Accounting Association; **Sidney Blitz**, of the Distributive Education Association; **Dr. Abe Klein**, of the Gregg Teachers Association; **Dr. Samuel Altman**, of the Pitman Teachers Association; and **L. Arenssen Pearson**, of the

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THE MEANING OF MONEY

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Children's Spending is a new booklet that explains this important skill simply, clearly, for the 6 to 18 age group. The question of allowances, when other children have more money, handling family charge accounts, and encouraging a savings program are only a few of the subjects thoroughly explored and explained.

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Please send me a free copy of *Children's Spending*, and copies for classroom use at 10¢ each.

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William Selden . . . new Pa. chief

Association of Private Schools of Business.

Mr. Baron's fellow officers for the CEA are *Murray Weinman*, first vice-president; *Marion S. Craig*, second vice-president; *Florence McGill*, secretary; and *Sydney Klevorick*, treasurer.

■ Bryant Caps Two Ladies—

At the summer commencement of Bryant College, honorary degrees were awarded to five nationally known persons, two of whom are women prominent in President Eisenhower's administration: *Mrs. Oveta Culp Hobby*, Secretary of Health, Education and Welfare; and *Mrs. Ivy Baker Priest*, U. S. Treasurer.

Mrs. Hobby was the principal speaker at the exercises. "We are witnessing," said Mrs. Hobby, "a growing realization of the value of individual character, individual dignity, and the truth that men and women are greater than any machine and cannot be crushed by any machine if they develop their own powers, their oneness of humanity."

The male recipients? They were *James C. Penney*, of the J. C. Penney Co.; *Morgan B. Brainard*, of Aetna Life; and *Roger W. Babson*, founder of Babson Institute.

■ New Name for Smith-Corona—

For a long time the name has been "L C Smith & Corona Typewriters Inc.," but now it's been shortened officially to "Smith-Corona Inc."

Elwyn L. Smith, company president, explains: the new name is easier to identify, to recollect, to write on purchase orders, to file; and, the change brings the company's official name closer to the brand names of its products. The company had formerly identi-



BEAMING WINNERS of Pi Omega Pi's annual Chapter Award are these 35 members of Eta Chapter, at North Texas (Denton) State Teachers College, shown with (in the center) co-sponsor *Ardeth Stedman*, national Secretary-Historian *Marie Vilhauer*, and co-sponsor *Joseph R. Peters*. The Bloomsburg STC chapter had top score for reports, the Georgia State College for Women chapter was tops in publications, and the Denton group was tied with the Madison College chapter for special projects; but Eta Chapter had highest all-over score. Eta gets plaque, temporary possession of a rotating plaque, and the job of judging the next contest. This year's judges were last year's winners, the chapter at East Carolina College, in Greenville, N. C.

fied some of its products as "L C Smith" and some as "Corona."

■ Six Days' Work in Five—

Last summer the Military Air Transport Service of the Air Force (reports *RemRand's Systems* magazine) completed an extensive study of the electric versus the manual typewriter. In terms of manpower, the average typist can produce on an electric typewriter in five normal days the same amount of work that takes her six days on a manual

machine. In terms of cost, the increased production can be translated, says *Systems*, into a saving of \$514, on the basis of average annual salaries of \$3273.

■ Pi Omega Pi Expands Further—

Spring and summer saw three more chapters—the 90th, 91st, and 92nd—added to the roster of Pi Omega Pi national fraternity for business teacher trainees:

- *Gamma Sigma Chapter* was installed on May 23 at the Fresno (California) State College, by past national president *Frances Botsford*.

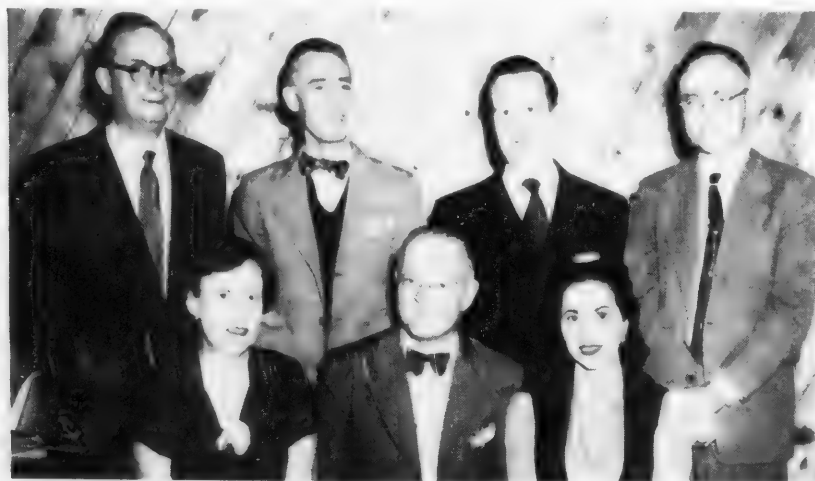
- *Gamma Tau Chapter* was installed on June 11 at UCLA. The installation was conducted by *Miss Botsford*.

- *Gamma Upsilon Chapter* was reported here last month.

■ New Yearbook in April—

The 1954 *American Business Education Yearbook*, sponsored jointly by the NBTA and EBTA, will be entitled "Guidance Procedures in Business Education" and will be ready for distribution next April. Editor is *Dr. Vernon Musselman*, University of Kentucky; his associates: *Dr. Inez Ray Wells*, Ohio State University; *Dr. Vernal Carmichael*, Ball State Teachers College; and *Dr. James M. Thompson*, Eastern Illinois State College. The seventeen chapters in the *Yearbook* include the contributions of more than 30 bus-ed leaders.

Every dues-paid-up member of NBTA and EBTA will receive his copy free—as well as copies of the *American Business Education Quarterly*. Signs of a bargain: Single copies of the yearbook to nonmembers will cost \$3.50;



NEW NATIONAL OFFICERS of Delta Pi Epsilon, to serve throughout 1954 and 1955, are: (seated) *Dr. Dorothy Veon* (Penn State), re-elected historian; *Dr. Herbert A. Tonne* (NYU), president; *Rosemarie Scavariel* (Robinson Township High School, Pennsylvania), secretary; and (standing) *Dr. J. Marshall Hanna* (Ohio State), past-president; *Dr. Theodore Woodward* (Peabody), vice-president; *Dr. Frank Herndon* (University of Mississippi), succeeding *Dr. Woodward* as treasurer; and *Dr. Charles B. Hicks* (Ohio State), re-elected the fraternity's executive secretary.

but members get convention privileges, and the yearbook and the quarterly magazine for only \$3—their dues fee!

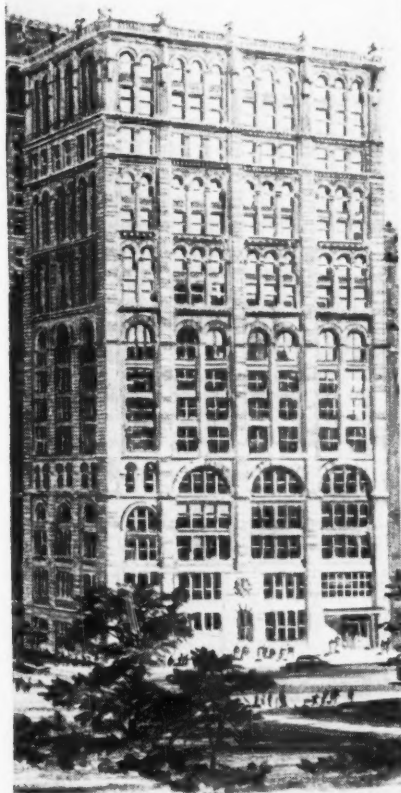
■ The Deserted Village—

"It is not enough that we merely know where another nation lies," said President Eisenhower in an address to the American Council on Education. "It is not enough that we know of their institutions, their history, their traditions. We must gain some understanding of those people as such."

Then he illustrated the point.

"I have never forgotten my shock, once, when I saw a very modern-looking village deserted in a far corner of Africa. It had been deserted because the builders put running water into all the houses. The women rebelled, because there was now taken away from them their only excuse for social contact with their own kind at the village well. I suddenly understood that I didn't understand others. I had been guilty of the very great error of putting into their minds and hearts the same aspirations, the same kind of desires that I had. And it simply isn't so."

His antidote: more exchanges of teachers and students.



WITH THE OPENING of the new fall term in September, Pace College was completely located in its new home at 41 Park Row, New York City. The sixteen-story limestone and granite structure was extensively remodeled to accommodate the school.



Louis A. Leslie demonstrates the simple adjusting mechanism of the Crown desk. Typing platform can be quickly changed from any height from 26" to 30".

CROWN ADJUSTABLE TYPEWRITER DESK

"One of the greatest aids to the typing teacher"

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Mr. Leslie's statement in the light of his wide experience in the business education field—as teacher, author, and lecturer—emphasizes what teachers everywhere have been saying about the new Crown Adjustable Typewriter Desk.

It's easier to teach with. It increases student typing efficiency. Why? Because Crown's Adjustable Typewriter Desk was designed to help eliminate typing fatigue, reduce eye strain and improve posture. The thousands that have been adopted are proving themselves daily.

WRITE TODAY for specifications and prices—available in several sizes and finishes.

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Gentlemen: Without obligation, please send full particulars and prices of your Adjustable Typewriter Desk.

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New Business Equipment

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■ Post-Master Printer—

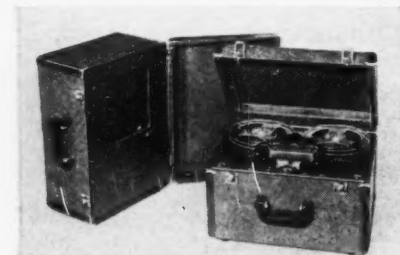
It is now possible to print as many as five colors in a single operation, inexpensively and economically, on postcards, tags, and labels. This is the new printer, Post-Master, operating on the spirit-process principle and using no stencils or ink. After insertion of the master paper, a carbon impression is



transferred to cards or other papers with a simple spirit solution. Fast and clean, the Post-Master should fill an organizational need for a versatile, low-cost postcard printer. Available soon at office appliance stores for \$11.95. More information may be had from the Master Addresser Company, 6500 West Lake Street, Minneapolis 16.

■ HiFi Tape Recorders—

Several months ago, the International Sight and Sound Exposition awarded their 1953 Medal of Merit to the Crestwood Recorder Division of Daystrom for the Crestwood 401 series. The high fidelity 401 takes advantage of the latest information on electronic engi-



neering with its wide-range response and low distortion. The machine may be also used as a public-address system and recorder at the same time, by feeding the monitor output to the amplifier input. Three separate inputs, for radio-TV, phonograph, and microphone are controlled by a single selector switch. The Crestwood by Daystrom is manufactured by the Daystrom Electric Corporation, Poughkeepsie, New York.

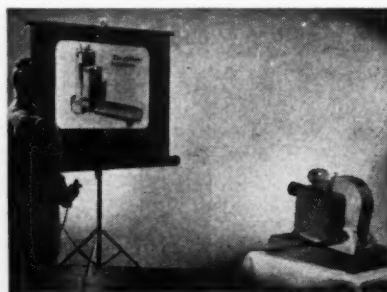
■ Public Relations and the School—

Use of a tape recorder in the business education classroom is news to the community. As a result, business education teachers can capitalize on their use of an electronic teaching tool as a means of improving school relations. A new public relations kit prepared by the Minnesota Mining and Manufacturing Company tells how this is done and provides the material. Contained in the eight-piece kit are sample news releases, a speech for civic and PTA groups, sample feature newspaper stories and suggestions for a television interview. Your free kit is available through distributors of "Scotch" brand recording tape or by contacting the company at 900 Fauquier Street, St. Paul.

• A new product you might have reason to be interested in is "Scotch" Tape Number 48 put out by the same company. Although of use with any type magnetic recording reels, the new tape is especially adapted for the "V"-slot reel because of the reel's large labeling surface. Number 48 is a pressure-sensitive tape providing a continuous roll of 40 printed labels. On the special matte finish is printed "Reel No.—Date—Subject."

■ Remote Control for Projectors—

A series of remote-control filmstrip projectors that allow teachers complete control of their presentation from any



point in the room was announced jointly by the DuKane Corporation, St. Charles, Illinois, and the Society for Visual Education, Inc., Chicago. The user advances the picture by pressing a push-button on the end of a 10½-inch cord, which may be lengthened. The remote-control advance eliminates the role of the projectionist, does away with delays. There is no obvious mechanical switch from one picture to the next with the 1/20th of a second instantaneous picture change. Both 35mm filmstrips and 2 by 2-inch slides may be used. Other features and prices are available by writing to the Society for Visual Education, Inc., 1345 Diversey, Chicago 14.

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Junior OGA Test

THE WIND AND THE SUN

THE Wind and the Sun got into a big spat over who had the greater strength. Noticing a man walking along¹ the highway, the Wind said, "Watch me make him take his coat off." He sent his coldest blast against the man, but all the Wind² succeeded in doing was to force the man to whip his coat closer around his body.

The Sun laughed and laughed. The³ more he laughed, the warmer his rays became, until finally the man removed his coat to get some relief from the⁴ heat.

"See," said the Sun, "bluster and force will get you nowhere!" (90)

January Membership Test

BEGIN TODAY

DREAM not too much of what you'll do tomorrow,
How well you'll work perhaps another year;

Tomorrow's chance you do not¹ need to borrow—
Today is here.

Boast not too much of mountains you will master,
The while you linger in the vale below;²

To dream is well, but plodding brings us faster
To where we go.

Talk not too much about some new endeavor
You³ mean to make a little later on;

Who idles now will idle on forever
Till life is done.

Swear not some day⁴ to break some habit's fetter,

When the Old Year is dead and passed away;

If you have need of living wiser, better,⁵
Begin today! (103)

Why teach typing the old-fashioned way?



"Start beginning students on electric typewriters," say today's leading educators, "and they learn faster—increase WPM rates as much as 50%."

Here's how this new-fashioned approach simplifies teaching and learning...

The time is here for the electric typewriter to be recognized for its true worth as a teaching instrument.

Numerous classes in leading public, private and parochial schools have proved the electric is more than a "finishing tool." In many schools it has proved the most economical machine for developing fast, accurate typists in beginning classes. Educators agree—ELECTRIFY AND YOU SIMPLIFY.

Four problems eliminated

Electrification of the beginning classroom speeds up teaching and learning in four ways. (1) Beginning students type faster and sooner because difficult time-consuming learning of "touch" is eliminated. (2) Carriage return drills are eliminated; electrified "CR" key operates like another keystroke, keeps fingers in typing position. Students do not take eyes from copy and relocate hands at end of every line. Typing continuity is not interrupted, each classroom hour is more productive.

(3) Electrified shift key simplifies teaching of capitalization. Carriage automatically goes down "all the way"—eliminating the problem of "floating capitals." (4) Training end fingers to use sufficient force is eliminated. Awkward reaches for end-finger and numeral keys are easier because electricity assures even impression from any reach.

With these difficult learning problems eliminated, beginning students learn key locations easier and faster. Speedy and accurate typing is achieved sooner, saving time for additional valuable production practice.

Other electric typewriter dividends

One of the principal reasons electric typewriters improve results, teachers state, is that students begin actual typing sooner. Many dull drills are eliminated and students are inspired to strive for better quality classroom work. The very newness of electric typewriters contributes to improved results.

And for teachers, too, electrification means simplification. Using present teaching methods, time is gained for instruction on practical business typewriter applications. No special or new techniques are needed and no special teachers' courses are required.

With the electric typewriter, more graduates can be prepared for the best-

paying jobs. Schools with electrified typing rooms gain recognition from business and community leaders for progressive education.

Easy electric-to-manual conversion

Acceptance of the electric typewriter for teaching typing automatically places "conversion" in its proper place. Elemental instruction is given on the easiest-to-learn machine. Touch, carriage return and other phases of manual typewriter operation which impede typing progress for beginners are readily practiced by trained students as a "finishing" class. These postponed learning steps are then easy.

Low-cost BEA Plan now available

To help your school install a complete BEA electric classroom now, we are expanding our Business Education Advancement program.

By taking advantage of this low-cost plan your school can have rugged, full-featured Remington Electric Typewriters for as little extra as three cents per machine, per day. And you can pay-as-you-teach.

Get the full facts about this money-saving BEA plan, plus complimentary copies of the 16-page *BEA Guide to Simplify Electric Typing* (RE8591) Write: Manager Typewriter Education Services, Remington Rand, Room 1677, 315 Fourth Ave., New York 10, N.Y.



One of the many new Remington Rand BEA Classrooms. Picture shows new 15 machine electric installation at Greensboro H. S. where authorities state electric typewriters speed up and simplify both teaching and learning.

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Remington Rand



Which Adding Machine should your pupils learn...10-Key or Full Keyboard?

That's a good question for you, a teacher of business machines, because there's a brisk difference of opinion in the business world over which is "better"—10-key or full keyboard adding machines. Actually your pupils should be skilled in *both* 10-key and full keyboard adding machines. In the offices of America it is becoming clear that 10-key machines are better suited to some types of work, full keyboard machines to others. So business increasingly is using both. And that means job opportunities are best for students who are proficient on both. Ask your local Monroe representative about Monroe's wide line of 10-key and full keyboard adding machines.

The Monroe man can also offer you, the teacher, something unique and indispensable. Only the Monroe man can offer you valuable teaching courses developed

by Monroe from suggestions of teachers themselves. These exclusive teaching aids help students learn faster, easier. For more information, ask your local Monroe man now.

Put Monroe research to work in your own teaching

How many digits in one figure can the average clerical worker quickly sight? The answer to that question is one important way of choosing between 10-key and full keyboard adding machines for a specific job. Your Monroe man can give you that answer, along with many others that will intelligently, and objectively guide selection of the right machine. He'll be glad to help you—without obligation.

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